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Attention is drawn to the fact that the social studies curriculum has a vital role to play in the changing world of the mid-twentieth century, that teachers must steer a a course with imagination and skill. An outline of the social studies curriculum from kindergarten through grade 3 is presented as a starting point for studies in grades 4-6. Study guides to implement the basic textbooks for each of the three grades are given, and time allotments suggested. Skills, objectives, understandings, and vocabulary are included for each unit with representative resources given. A section of the guide contains such helpful information for the social studies teacher as selection of pictures and use of bulletin boards.

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SOCIAL STUDIES COURSE OF STUDY

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SOCIAL STUDIES COURSE OF STUDY

Grades 4, 5, and 6

DIVISION OF CURRICULUM DEVELOPMENT AND RESEARCH

THE BOARD OF PUBLIC EDUCATION
Sidney P. Marland, Jr., Superintendent
PITTSBURGH, PENNSYLVANIA

July 1964

Educational Materials Laboratory
Office of Education
MAY 1965
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FOREWORD

Inherent in social studies, as in no other academic subject in the schools, is a potential for human good. It deals with man's spirit, his aspirations, his trials, his hatreds, his fears, his progress, his attitudes, his courage, his politics, his sacrifices, his sense of brotherhood, his religion, his freedom, his love. By its very nature, social science does not lend itself to concrete and readily digested facts or processes as do arithmetic, spelling, reading, and the physical sciences.

Fundamentally, social studies embrace history, geography, economics, political science, sociology, and civics or citizenship. Social studies are more concerned with ideas than with things. The facts of history or citizenship or geography are not ends in themselves, but should serve as foundations on which to build understandings, attitudes, and sensitivities. A goal of the social studies is to view, evaluate, and make decisions in the present in the light of the past with the earnest desire of building a better future through the evolution of civilized and educated men.

In the teaching of social studies there must be a balance between the teaching of facts, per se, and a development of intellectual disciplines and foundation learnings that must be a prerequisite to honest understandings. In the teaching of social studies the school and the classroom become a laboratory where children are encouraged to practice the principles of free government, citizenship, and human relations.

The on-rushing politics, technology, and strife of the twentieth century have left far behind them man's understanding of man. It is to this grave deficit in our civilization that the social studies address themselves. It is to this appalling task that the social studies teacher humbly and courageously comes to grips.

Superintendent of Schools

PREFACE

Social studies in the elementary schools today has many dimensions. Concerned with knowledge of geography, history, economics, political science, sociology, and psychology, it is a prism with many faces. It reflects the complex, ever-changing world of the mid-twentieth century, which is as preoccupied with its troubles as it is proud of its triumphs.

The children in our intermediate grades are full-fledged members of this complicated world. They bring to the classroom a growing awareness of its complexity along with a desire to understand and cope with its problems at their own level. We must take our children's understanding of the world around them into full account if we are to provide them with the meaningful social-studies program to which they are entitled. Such a program is a developmental one. Teachers of intermediate grades will recognize that in the primary years children have acquired many important skills and taken part in many significant experiences that can serve as a starting point from which to proceed with the social-studies program in grades four, five, and six. We should be equally aware of the objectives for the teaching of social studies in the junior and senior high school in order to lay the groundwork for understandings to be introduced and amplified in these later grades.

In steering a course between the primary and junior high school years, as well as accepting responsibility for a positive program of its own, the social-studies curriculum in the intermediate grades has a vital role to play. This curriculum guide will help teachers in grades four, five, and six steer that course with imagination and skill.

PROGRAM CHART

Social Studies in Kindergarten-Grade 3

Goal: A Beginning Understanding of Human Relationships and Adjustments

	Kindergarten	*First Grade*	*Second Grade*	*Third Grade*
	Our Friends and Helpers	Families at School and Home	Interdependence of Our Community	Pittsburgh, My City
	Map development skills appropriate to the grade are spelled out at each level.			
Geography	Seasons and weather affect the activities of people. People adapt to the natural environment to meet their needs.	Climate and weather affect: Activities of people Types of shelter Animal and plant life Topography helps determine how people live. Natural resources determine the kind of shelter people use. People must help conserve natural resources.	Topography helps determine how neighborhood communities are laid out. Growing things help to preserve the natural resources. Climate and other geographic conditions help to determine the activity and products of different areas.	Topography and location of natural resources have influenced the development of Pittsburgh. People must plan and work together to conserve natural resources. Pittsburghers are interdependent with other communities of the world because of differing environments.
Economics	Workers in the school family have special jobs to do. Care in use of equipment and materials makes them last longer. Members of the family depend upon each other as well as upon others outside the family for their needs and comforts. Our schools need special workers who provide services.	Members of a family are interdependent upon each other. Members of the school family are interdependent upon each other. The policeman and librarian are workers who provide services for us. Care in the use of books and materials makes them last longer.	Workers within the neighborhood provide some of the services and goods needed by its members. People are dependent upon workers outside the neighborhood for goods and services. People earn a living by providing services and goods for others. Workers need special skills to do their jobs. People must choose how to spend their money.	Pittsburgh is a large industrial city. Pittsburgh produces goods for use here and in other parts of the world. Pittsburgh uses products from other parts of the world.

	Kindergarten	*First Grade*	*Second Grade*	*Third Grade*
	Our Friends and Helpers	Families at School and Home	Interdependence of Our Community	Pittsburgh, My City
Sociology and Anthropology	Children go to school to learn, work, and play together. Members of the class, their teacher, and other school workers make up the school family. We depend upon one another for love, approval, and help at school as well as at home. Holidays are celebrated in different ways.	Children everywhere go to school. Children everywhere belong to a family. Families live in homes. Children everywhere have pets. Many holidays are celebrated in different parts of the world but not in the same way. People in other parts of the world do some things differently because their country is different.	The school is one of the places where we learn. The neighborhood includes the people who live there and the people who work there. There are different kinds of buildings in a neighborhood, each adapted to meet specific needs. Business tends to locate in a central area of the neighborhood. All people at all times and in all places provide some kind of recreation for themselves and others.	Pittsburgh is a large community made up of many smaller communities. People of Pittsburgh have many different backgrounds, and have contributed to the cultural growth of the city. People of Pittsburgh plan together to make Pittsburgh a better place to live. Newspaper, television, and radio help to keep us informed.

	Kindergarten	*First Grade*	*Second Grade*	*Third Grade*
	Our Friends and Helpers	Families at School and Home	Interdependence of Our Community	Pittsburgh, My City
Government	We can live happily together if we respect the rights of others. Safety drills are necessary. Our safety depends upon our obedience to the school guard and patrols.	Rules and regulations are needed for safety and courtesy. The policeman sees that rules and regulations of the community are obeyed. We help by obeying the rules of the community.	Organization and rules are necessary for good living in the classroom. Citizens living in a neighborhood must accept responsibility for good community living. Some neighborhood services are paid for by taxes.	Pittsburgh is a large city in the state of Pennsylvania. Organization and government are necessary when people live in a community. Citizens in a democratic community vote, pay taxes, help make rules, and live up to them. Pittsburgh provides special services for the good of all. People plan together to make their city a better place to live.
American Heritage	We are proud to be Americans. The American Flag is our flag. We remember and honor great men in our country.	Our American heroes had families and home and an education. Our flag has special meaning to us. Thanksgiving is part of our American heritage.	Special observances make us more aware of our American heritage.	Commemorative holidays help us appreciate our American heritage. Names of streets and places in Pittsburgh help us remember important people and events. Pittsburgh long ago was the foundation of Pittsburgh today.

OBJECTIVES FOR INTERMEDIATE GRADE SOCIAL STUDIES

Briefly outlined and stated from the student's point of view, the following are the major objectives for social-studies courses in the intermediate grades:

I. To understand that

- **A. All people share certain similar basic needs and drives, although they may realize them in different ways.**
- **B. Geographic and other environmental factors help shape and greatly affect the total culture of a people.**
- **C. In every society people are confronted with the need to make a living and the problem of adjusting their unlimited wants to their limited resources.**
- **D. Civilized society requires people to live and work together and to develop a system of government that will meet its needs and reflect its values.**
- **E. Progress in all areas of human endeavor is often the result of the achievements of courageous men and women, and almost everyone has it within his power to make a constructive contribution to society within the limits of his own abilities.**
- **F. History is a written record of man's developing story in all aspects of his civilization.**

II. To appreciate that

- **A. Democracy is built upon responsible citizenship.**
- **B. In our democracy all people are entitled to equal protection under the law.**
- **C. Every person in a democracy is entitled to hold and express his own opinions, even though they may be unpopular.**
- **D. Freedom does not extend to infringing upon the rights of others.**
- **E. Every person has an obligation to realize his own potential and to make good use of society's help in its realization.**
- **F. Loyalty to and respect for our country's customs, traditions, and institutions strengthen and preserve American democracy.**
- **G. A healthy democracy is alert to changing conditions.**
- **H. The future of the American way of life rests upon the actions and attitudes of her young people.**

III. To develop the following skills

- A. The use of globes, maps, and other selected tools of the geographer in order to see relationships between natural forces and human activities
- B. The use of language and study skills to organize social-studies information and to communicate with others
- C. The increasing ability to draw conclusions and think critically through observation and evaluation of materials at hand
- D. The growing ability to differentiate between fact and opinion
- E. The ability to modify one's thinking and behavior on the basis of new evidence and understanding
- F. The power to plan and work effectively with others and the knowledge of how to disagree without being disagreeable
- G. The ability to work effectively alone

HOW TO USE THIS COURSE OF STUDY

This course of study is divided into three parts, each of which is designed for a specific purpose. By using these sections separately or together as the need arises, teachers will be able to make both their daily and long-range plans more effectively. The following is a brief description of each of these parts with some suggestions for their use.

Part I. Study Guides to Implement the Basic Textbooks

In this section teachers will find helpful information directly relating to the social-studies textbooks adopted for the intermediate grades. The current adoption consists of the following titles in the "Mankind in Time and Place" series by Cooper, Sorensen, and Todd; published by Silver Burdett Company; and copyrighted in 1961:

Grade 4, *Learning to Look at Our World*
Grade 5, *The Changing New World--North and South America*
Grade 6, *The Changing Old World*

The purpose of this section is to provide in condensed form for ready reference the information necessary for using these textbooks in the Pittsburgh Public Schools. It includes a listing of the units to be studied, page references, suggested time allotments, specific objectives, skills to be developed, and a representative bibliography of titles available in school libraries and through the Schools Department of Carnegie Library.* It is not intended to duplicate or supplant the teacher's edition of the textbook, which contains much valuable general information and many specific suggestions. Its function is rather to identify and spotlight the concepts to be developed for our own pupils in our own schools.

Part II. Representative Resource Units

In order to fully realize the opportunities inherent in the teaching of social studies, it is always necessary to reach beyond the textbook. As they plan, teachers will want to gather information, materials, and ideas from many sources in order to round out and adapt the various units for their own classes. The resource units in this section will suggest appropriate motivations, understandings, skills, activities, techniques, instructional tools, and types of evaluation for average and more able children. Many of the activities and techniques suggested can be readily adapted to the needs of the slow learner. The units developed in depth in Part II of this course of study are

Grade 4

Our Earth Is a Sphere
Switzerland--a Landlocked Country

---

*Bibliographies for grades 4 and 6 were prepared with the help of Miss Esther Plittman of the Schools Department of Carnegie Library, and for grade 5 with the help of Miss Thusnelda Schmidt, librarian at Frick School.

Grade 5

Exploring and Settling America
Alaska--Brilliant Star in the Northern Sky
Hawaii--Our Newest Star

Grade 6

Ancient Civilizations
Greece Today and Yesterday

In reviewing and adapting these units, two major and correlative considerations should be kept in mind: First, they are not meant to be all-inclusive. Every teacher will undoubtedly wish to include some activities and approaches not listed here in developing these units to meet the needs of his own pupils. Second, it is not intended that all the suggestions listed be followed. Pupil interest and potential as well as time limitations make it necessary for the teacher to be carefully selective. Nevertheless, these representative units should be closely studied for the ways in which they develop relationships of many kinds, and they should be used to the fullest extent possible in every classroom. It is hoped that their perusal and use will stimulate teachers to expand other units from year to year and to discuss and exchange them with their colleagues in a continuing attempt to update and develop the social-studies program in the intermediate grades.

Part III. Helpful Information for the Social-Studies Teacher

In today's social-studies classrooms children gain insights and develop skills through taking part in many kinds of activities. Many of these skills and activities are suggested in the resource units mentioned above. In Part III of this course of study specific descriptions, directions, and suggestions for application relating to these activities are provided for the teacher's use. For much of the material here included, the writers of this manual are indebted to the Section on Instructional Services, Elementary Schools, of the Pittsburgh Public Schools, and to Mrs. Linnie B. James of the Department of Geography of the University of Pittsburgh.

Each of the sections of this course of study, as described above, has its own focus and its own specific application. Used together and separately, with imagination and as the situation dictates, they will help create a balanced and vital social-studies program in all our schools.

PART I

STUDY GUIDES TO IMPLEMENT THE BASIC TEXTBOOKS

UNITS FOR GRADE 4

1. LIVING IN THE UNITED STATES

	Suggested time
This Is the Earth (Introduction), pages 1-3*	½ week
Unit 1, pages 4-23	2 weeks

I. Some objectives to be emphasized

A. To consider maps and the symbols which help to interpret them

B. To further develop the cardinal points of the compass

C. To develop an understanding of the different kinds of land masses within the United States

D. To expand an understanding of the different kinds of communities in the United States in order to see how the people in them live, work, play, and depend upon one another

II. Skills to be developed

A. Reading map symbols for rivers, roads, bridges, political boundaries, location of cities, and scale of miles

B. Relating points on a compass to directions on a map

C. Reading information from a picture

III. Vocabulary

A. Refer to pages 313 and 315 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography**

Urell, *Big City Neighbors*	j301 U27
Schneider, *Let's Look Under the City*	j352.5 S35a

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*Page numbers refer to the basic text--*Learning to Look at Our World*, Cooper, Sorensen, and Todd. Silver Burdett Company, 1961

**The unit bibliographies are a partial listing of suggested supplementary books available from the Schools Department of Carnegie Library at the time of the writing of this course of study. (Summer, 1963). Since older books are replaced and new ones added on a continuing basis, teachers should check with the school librarian before ordering titles for each unit.

Bethers, *Perhaps I'll Be a Farmer*	j630 B46
Sootin, *Let's Go to a Farm*	j630 S71
Nathan, *The Farmer Sows His Wheat*	j633.11 N15
Buehr, *Timber! Farming Our Forests*	j634.9 B86
Lauber, *Our Friend the Forest*	qj634.9 L36
Wall, *Gifts From the Grove*	j634.14 W17
Buehr, *Harvest of the Sea*	j639 B86
Epstein, *The First Book of Maps and Globes*	j912 E69
Sasek, *This Is New York*	qj917.471 S25
Szasz, *Young Folks in New York*	qj917.471 S99
Clemons, *Rodeo Days*	j917.8 C56
Fletcher, *The Big Book of Cowboys*	qj917.8 F63

2. LANDS OF THE MIDNIGHT SUN

	Suggested time
Directions and Continents (Interunit), pages 24-29	$\frac{1}{2}$ week
Unit 2, pages 30-45	2 weeks

I. Some objectives to emphasize

- A. To show that the movement and inclination of the earth affect climate and length of day
- B. To continue to see how man is dependent upon his environment for his food, clothing, shelter, and work
- C. To show how technology and science have brought changes to the Eskimo and Indian in Alaska
- D. To understand that in Alaska, as elsewhere, people live in many different ways within the boundaries of a particular region
- E. To become acquainted with the wildlife of Alaska

II. Skills to be developed

- A. Understanding directional lines on a map and globe
- B. Understanding the meaning of the poles and the equator
- C. Identifying and locating the seven continents
- D. Understanding what is meant by a country, state, and city; distinguishing among them, and recognizing them on a map and globe
- E. Understanding time concepts

III. Vocabulary

- A. Refer to pages 320 and 322 of the teacher's edition in the textbook for the basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Atwood, *Visits in Other Lands*	j910 A88v2
Goetz, *The Arctic Tundra*	j914.71655
Breetveld, *Getting to Know Alaska*	917.98 B72
Solem, *Anaghalook, Eskimo Girl*	j917.98 E624
O'Neill, *The Picture Story of Alaska*	qj917.98 O25
Tompkins, *Let's Read About Alaska*	qj917.98 T59
Elting, *The First Book of Eskimos*	j919.8 E56
Leigh, *On Top of the World*	j919.8 L56
Ogle, *Getting to Know the Arctic*	j919.8 O17

3. THE HAWAIIAN ISLANDS

	Suggested time
The Pacific Ocean (Interunit), pages 46-49	½ week
Unit 3, pages 50-64	2 weeks

I. Some objectives to emphasize

A. To show how the cooperation of many different kinds of people has made possible the growth and culture of Hawaii

B. To see how modern transportation has brought Hawaii closer to other parts of the world

C. To point out the effect of climate upon the Hawaiian people's shelter, food, clothing, and recreational activities

II. Skills to be developed

A. Understanding how shading and color on a map indicate elevation of land

B. Understanding how distance from the equator affects climate and seasons

C. Using the Table of Contents and Index

III. Vocabulary

A. Refer to pages 327 and 329 in the teacher's edition of the textbook for the basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Solem, *Pauli and His Hawaiian Feast*	j919.69 E62
Epstein, *The First Book of Hawaii*	j919.69 E69

Ferguson, *Hawaii*	**qj919.69 F38a**
Laschever, *Getting to Know Hawaii*	**j919.69 L33**
O'Neill, *The Picture Story of Hawaii*	**qj919.69 O25**

4. NEW ZEALAND AND ANTARCTICA

	Suggested time
South Across the Equator (Interunit), pages 66-69	**½ week**
Unit 4, pages 70-85	**2 weeks**

I. Some objectives to emphasize

A. To consider some high lights of the Maori civilization of the past

B. To see how the climate and the land of New Zealand lend themselves to stock raising

C. To learn how modern methods of farming in New Zealand depend upon imports from other lands

D. To see how New Zealand trades with other countries

E. To discover the problems involved in utilizing the mineral wealth of Antarctica

F. To understand why the seasons and length of day in the Southern Hemisphere are opposite to those in the Northern Hemisphere

II. Skills to be developed

A. Relating places in the Northern and Southern Hemispheres along a north-south line

B. Using the best map to show a given area

C. Using the dictionary to find meanings of social-studies terms

III. Vocabulary

A. Refer to pages 334 and 336 in the teacher's edition of the textbook for the basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Sperry, *All About the Arctic and Antarctic*	**j919.8 S75**
Wolfe, *North and South Polar Regions*	**j919.8 W83**
Berrill, *Wonders of the Antarctic*	**j919.9 B45**
Icenhower, *The First Book of the Antarctic*	**j919.9 I13**

5. THE ISLAND OF JAPAN

	Suggested time
From New Zealand to Japan (Interunit), pages 86-89	**½ week**
Unit 5, pages 90-107	**2 weeks**

I. **Some objectives to be emphasized**

- A. To show the key position of Australia and the Philippines in the travel routes of the South Pacific
- B. To see how weather and climate affect the growing season
- C. To compare the climate of Japan with similar climates in the United States
- D. To understand the importance of fishing and pearl harvesting to the economy of Japan
- E. To learn changes in Japan which have taken place recently
- F. To show how and why Japanese industry is centered in both home and factory
- G. To make a brief comparison between Japan's school system and our own
- H. To compare Japanese and American art, furniture, and architecture
- I. To show that children the world over are much the same in their enjoyment of reading, recreation, and national holidays
- J. To understand why Australia is called the "Island Continent"

II. **Skills to be developed**

- A. Reading the map symbol for mountains
- B. Interpreting east-west lines on a globe or world map through comparing locations in Japan and the United States with respect to the equator

III. **Vocabulary**

- A. Refer to pages 341 and 343 in the teacher's edition of the textbook for basic vocabulary.
- B. Include any additional terms that need to be developed.

IV. **Bibliography**

Troop, *Children Around the World*	qj910 T76
Comfort, *Temple Town to Tokyo*	j915.2C73

Caldwell, *Our Neighbors in Japan*	j915.2 C130
Solem, *Yukiko and a Japanese Carnival*	j915.2 E62
Jakeman, *Getting to Know Japan*	j915.2 J15
May, *Children of Japan*	j915.2 M52
Mears, *The First Book of Japan*	j915.2 M55
Pitts, *Japan*	qj915.2 P67

6. CITY AND VILLAGE IN INDIA

	Suggested time
By Sea to India (Interunit), pages 108-111	½ week
Unit 6, pages 112-127	1½ weeks

I. Some objectives to be emphasized

A. To see how trade routes serve as a communications network in the Pacific

B. To understand how the amount and kind of precipitation affect the lives and activities of people

C. To see how man depends upon weather reports for transportation

D. To consider the extreme differences in economic and cultural levels between city and village life in India

E. To learn why the demand for natural rubber has decreased and how this has affected the economy of India

F. To study the influence of education on health and agriculture in India

G. To contrast the Oriental bazaar system of buying and selling with our own

II. Skills to be developed

A. Reading the compass and map together to determine location and tell direction

B. Studying the sun and stars to determine location and tell direction

III. Vocabulary

A. Refer to pages 348 and 350 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Atwood, *Visits in Other Lands*	j910 A88v2
Troop, *Children Around the World*	qj910 T76

Caldwell, *Our Neighbors in India*	j915.4 C13o
Hahn, *The First Book of India*	j915.4 H14
Laschever, *Getting to Know India*	j915.4 L33
Raman, *Let's Read About India*	qj915.4 R17

7. PEOPLES OF CENTRAL AFRICA

	Suggested time
To Africa and the Equator (Interunit), pages 128-131	½ week
Unit 7, pages 132-151	2 weeks

I. Some objectives to be emphasized

A. To learn how European influences have brought about changes in the lives and work of the African peoples

B. To show how the African people depend upon plants and animals to provide their food, shelter, and clothing

C. To see how extremes of the African climate and topography have given rise to many different modes of living

D. To study the effect of altitude upon climate

E. To see how water can work for man

F. To understand the significance of a "money crop" to the economy of a region

G. To consider the joys and sorrows to be endured in exploring new territory

H. To show how and why Africa is undergoing tremendous changes at the present time

I. To understand the concept of sea level

II. Skills to be developed

A. Identifying deserts, grasslands, forests, and mountains from the color on a map

B. Interpreting the symbols on a pictorial map for waterfalls, rapids, city, village, mountains, and location of animal life

C. Knowing how to trace the flow of a river on a map

D. Using a map and pictures to follow a trip described verbally

III. Vocabulary

A. Refer to pages 355 and 357 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Atwood, *Visits in Other Lands*	j910 A88v2
McConnell, *Geography of Many Lands*	j910 M13ge
Stull and Hatch, *Journeys Through Many Lands*	j910 S93a2
Thurston, *Homelands of the World*	j910 T43h
Caldwell, *Our Neighbors in Africa*	j916 C13
Caldwell, *Let's Visit Middle Africa*	j916.7 C13
McDonnell, *The First Book of the Congo*	j916.7 M14
Yates, *David Livingstone*	j92 L749y

7A. OUR EARTH IS A SPHERE

Suggested time

See resource unit in Part II of this course of study — 2 weeks

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I. Some objectives to be emphasized

- A. To reinforce the concepts that our seasons are caused by the revolution of the earth and the tilt of its axis
- B. To review the understanding that the earth's rotation causes day and night
- C. To recall the effect of the earth's inclination on the length of day and night
- D. To discover that almost three-fourths of the earth's surface is water and that almost all bodies of water are connected
- E. To review the value of maps and globes in understanding our earth
- F. To strengthen the ability to use symbols for interpreting maps and globes

II. Skills to be developed

- A. Recognizing land and water through colors on a globe
- B. Interpreting map symbols for rivers, roads, bridges, political boundaries, cities, land elevation, depth of water, and scale of miles
- C. Using directional lines on a map

III. Vocabulary

- A. Refer to vocabulary section of resource unit.
- B. Include any additional terms that need to be developed.

IV. **Bibliography**

Frasier, *The How and Why Club*	j500 F88h
Hethershaw, *Wonders to See*	j500 H49
Beauchamp, *Discovering Our World*	j504 B34d2
Bishof, *Sun, Earth, and Man*	j504 B49
Wyler, *The Golden Book of Astronomy*	qj520 W98
Zim, *The Universe*	j523.1 Z62
Johnson, *The Story of Planets, Space, and Stars*	j523.4
Zim, *The Sun*	j523.7 Z62
Freeman, *The Sun, the Moon, and the Stars*	j523 F91s
Wyler, *Planet Earth*	j525 W98p
Selsam, *Birth of an Island*	j551.42 S46
Lauber, *All About the Planet Earth*	j551 L36
Aquirre, *A First Look at the Earth*	j551 T32
Hammond (publisher), *The First Book Atlas*	j912 H22f
Hammond (publisher), *Illustrated Atlas for Young America*	j912 H22i
Whipple, *Our Earth*	j917 W62

8. RIVER, DESERT, AND OASIS

	Suggested time
To Lands of Little Rain (Interunit), pages 152-155	$\frac{1}{2}$ week
Unit 8, pages 156-179	$2\frac{1}{2}$ weeks

I. **Some objectives to be emphasized**

A. To see how the Nile River, in building its delta, has changed the shape of Africa

B. To understand the importance that the Nile River and the Suez Canal have played in the development of Africa

C. To compare and contrast ancient and modern farming, education, and transportation in Africa

D. To observe how education has changed the way of life in Africa

E. To learn how the opening of the pyramids has revealed the way of life of ancient Egypt

F. To discover how a dam conserves water and makes year-round farming possible

G. To see how a nomad depends upon animals for food, shelter, and clothing

H. To understand that man in the desert depends upon underground water

I. To appreciate the value of the date palm to the oasis people

J. To see how modern transportation has brought the peoples of desert lands together and made them dependent upon one another

K. To understand the importance of the oil industry in the Middle East

II. Skills to be developed

A. Interpreting source, mouth, downstream, upstream, current, and delta through map study

B. Interpreting pictorial map symbols for forests, oil wells, farms, oases, and canals

C. Extending interpretation of the time concept

D. Refining the use of the Index through selecting key words in a topic

III. Vocabulary

A. Refer to pages 362 and 364 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Atwood, *Visits in Other Lands*	j910 A88v2
Hanna, *Without Machinery*	j910 H23
McConnell, *Geography of Many Lands*	j910 M13ge
Thurston, *Homelands of the World*	j910 T43h
Gidal, *Sons of the Desert*	j915.3 G37
Joy, *Island in the Desert*	j916.2 J47
Sondergaard, *My First Geography of the Suez Canal*	j916.2 S69

9. MEDITERRANEAN LANDS

	Suggested time
The Middle Sea (Interunit), pages 180-183	½ week
Unit 9, pages 184-205	2½ weeks

I. Some objectives to be emphasized

A. To show the importance of the location of the Mediterranean Sea to the flow of transportation in the Eastern Hemisphere

B. To consider the influence of past Mediterranean civilizations on modern times with respect to government, architecture, water systems, hospitals, schools, and recreations

C. To see how contemporary Mediterranean peoples are preserving the ruins of the great buildings of ancient times

D. To understand that a Mediterranean climate means warm, rainy winters and dry, hot summers, and that farmers regulate their crops according to these seasons

E. To learn how and why the climate of Southern California is similar to that of Mediterranean lands

F. To understand the reasons for the midday siesta in Mediterranean countries

G. To see the role played by the shopkeeper in a nation's culture and economy

H. To point out the similarities and differences between farms and farm buildings in southern Europe and the United States

II. Skills to be developed

A. Interpreting strait and isthmus, and locating them on a map

B. Using the scale of miles to measure distances

C. Locating and identifying the three gateways to the Mediterranean Sea

D. Interpreting the "picture calendar" to determine the occupations of Mediterranean lands and to learn about the civilizations of ancient times

III. Vocabulary

A. Refer to pages 369 and 371 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Craz, *Getting to Know Italy*	j914.5 C87
Epstein, *The First Book of Italy*	j914.5 E69
Kish, *Life in Europe: Italy*	qj914.5 K29
Sasek, *This Is Rome*	qj914.56 S25
Day, *Getting to Know Spain*	j914.6 D33
Maiques, *Life in Europe: Spain*	qj914.6 M26
Robinson, *The First Book of Ancient Rome*	j937 R54
Gottleib, *The First Book of the Mediterranean*	j940 G72
Troop, *Children Around the World*	qj910 T76

10. SWITZERLAND--THE ROOF OF EUROPE

	Suggested time
The Continent of Europe (Interunit), pages 206-209	$\frac{1}{2}$ week
Unit 10, pages 210-223	$2\frac{1}{2}$ weeks

See resource unit in Part II of this course of study

I. Some objectives to be emphasized

A. To discover how altitude determines the flow of rivers

B. To understand how altitude influences changes of temperature and growth of vegetation

C. To see why Switzerland is called "the roof of Europe"

D. To learn how people of early times depended upon animals and land for their livelihood

E. To consider the similarities and contrasts between climate in central Europe and central North America

F. To see how the Swiss people have overcome natural barriers to provide effective transportation

G. To understand why the cities of Switzerland are located in the valleys

H. To appreciate the importance of factories to the Swiss economy

I. To compare craftsmen and farmers today with those of early times

J. To learn about the preparations that the Swiss people make for winter and to see how they make profitable use of their time spent indoors during the winter

K. To see how scenery and modern transportation attract tourists to Switzerland

II. Skills to be developed

A. Using east-west lines to show the location of central Europe in relation to central North America

B. Developing the map symbols for railroads and tunnels

C. Reviewing the understanding of how distance from the equator affects climates and seasons

D. Interpreting current events in the light of new learnings

E. Thinking critically about solutions to environmental problems

III. Vocabulary

A. Refer to pages 376 and 378 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Spyri, *Heidi*	j8772 h16
Buff, *Kobi, A Boy of Switzerland*	qjB862 K
Todd and Cooper, *Old Ways and New Ways*	qj910 T55
Bodley, *Peoples of Other Lands*	qj910 B58p
McConnell, *Geography of Many Lands*	j910 M13ge
Stull and Hatch, *Journeys Through Many Lands*	j910 S93a2
Thurston, *Homelands of the World*	j910 T43h
Troop, *Children Around the World*	qj910 T76
Wilson, *Ways of Living in Many Lands*	j910 W76
Buckley, *Michel of Switzerland*	j914.94 B85
Carpenter, *Our Little Friends of Switzerland, Hansli and Heidi*	j914.94 C22
Encyclopaedia Britannica Press, *Hans of the Swiss Alps*	j914.94 E62
Hoffman, *Life in Europe: Switzerland*	qj914.94 H67
Lauber, *Getting to Know Switzerland*	j914.94 L36

11. THE LOW COUNTRIES

	Suggested time
Rhine River to the Sea (Interunit), pages 224-227	$\frac{1}{2}$ week
Unit 11, pages 228-243	2 weeks

I. Some objectives to be emphasized

A. To understand the importance of the Rhine River to all the countries through which it flows

B. To understand the importance of canals along the Rhine

C. To understand the importance of dikes, canals, and pumps in making it possible to live on land below sea level

D. To see how and why people live in houseboats on canals and rivers

E. To appreciate the patience and perseverance of the Dutch in winning and keeping their land from the sea

F. To see how the polders provide land for farms and cities

G. To understand why bicycles and motorcycles are popular modes of transportation in the Low Countries

H. To appreciate the dependence of the Dutch upon dairy farming and its by-products

I. To observe how diesel engines and electric motors have taken over the work of the windmills

J. To understand how and why higher and drier ground lends itself to the growing of bulbs, grain, and vegetables

K. To point out that flax is an example of a plant that provides the raw material for manufactured articles

L. To learn how and why modern textile factories have replaced hand weaving

M. To understand how and why ships from all over the world sail to and from Rhine ports in Belgium and the Netherlands

II. Skills to be developed

A. Reading maps and pictures to compare the Rhine and Nile deltas

B. Introducing and using the map symbol for polder

C. Locating the Low Countries and seeing their relation to the North Sea

D. Using pictures to develop vocabulary

III. Vocabulary

A. Refer to pages 383 and 385 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Bodley, *Peoples of Other Lands*	qj910 B58p
Stull and Hatch, *Journeys Through Many Lands*	j910 S93a2
Thurston, *Homelands of the World*	j910 T43h
Troop, *Children Around the World*	qj910 T76
Buckley, *Jan of Holland*	qj914.92 B85
DeJong, *The Picture Story of Holland*	qj91492 D385
Embden, *Life in Europe: The Netherlands*	qj914.92 E58
Encyclopaedia Britannica Press, *A Day With Dutch Children*	j914.92 E62

12. WORKSHOPS IN BRITAIN

	Suggested time
North Sea and British Isles (Interunit), pages 244-247	**$\frac{1}{2}$ week**
Unit 12, pages 248-261	**$1\frac{1}{2}$ weeks**

I. Some objectives to be emphasized

- A. To see the dependence of the British people upon the North Sea and Atlantic Ocean
- B. To discover how the Thames River has helped the city of London
- C. To learn about the kinds of energy man used for his work before the development of the factory system
- D. To understand how and why the British have come to depend upon machines and factories
- E. To see why Britain must import many of its raw materials
- F. To point out why more people in Britain live in cities than on farms
- G. To show how trade and transportation make it possible for people all over the world to live better

II. Skills to be developed

- A. Drawing inferences about the effect of ocean currents on the climate of a country through map study
- B. Interpreting historical drawings

III. Vocabulary

- A. Refer to pages 390 and 392 in the teacher's edition of the textbook for basic vocabulary.
- B. Include any additional terms that need to be developed.

IV. Bibliography

Troop, *Children Around the World*	qJ910 T76
Encyclopaedia Britannica Press, *Children of England's Canals*	j914.2 E62
Malmstrom, *Life in Europe: The British Isles*	qJ914.2 M29
Quennell, *A History of Everyday Things in England*	j914.2 Q25a5
Street, *The Land of the English People*	j914.2 S91
Streatfeild, *First Book of England*	j914.2 S914f
Sasek, *This Is London*	qJ914.21 S25
Street, *The Key to London*	j914.21 S91

13. LIMA AND THE ANDES

	Suggested time
The Atlantic Ocean (Interunit), pages 262-265	$\frac{1}{2}$ week
Unit 13, pages 266-281	2 weeks

I. Some objectives to be emphasized

A. To learn about the early explorations of the Spanish and how the discovery of gold in Peru led to its colonization

B. To show that the various cultures of South America are a blend of those brought from other continents and the native Indian cultures

C. To see that the languages spoken in the countries of the New World are those spoken by the people who colonized those countries

D. To realize the dependence of the South American Indian upon herding and farming

E. To understand how the introduction of new livestock and plants has helped the economy of the South American Indian

F. To see how altitude determines where most Peruvians live and the types of crops they raise

G. To consider the importance of the mining of gold, copper, and silver and the production of oil in modern Peru

H. To observe how the Peruvian desert has become farm land through irrigation

I. To see how the market place serves as a meeting place for neighbors and tourists

J. To understand how Peru depends upon the harbor at Callao for her trade with other countries

K. To discuss how the construction of modern, long-distance highways will someday link the Americas

L. To realize how recently industry has come to Peru and to see why most manufactured goods must be imported

II. Skills to be developed

A. Locating South America on the map and globe and seeing it in relation to the other continents

B. Using east-west lines to compare the climate of southern South America with northern Canada

C. Comparing the climate of the Amazon and Congo regions

D. Using the atlas to trace the river systems of Peru in order to see how the rivers disappear in the desert valleys

E. Using the globe to see the continuous chain of mountains in the western part of the Americas

F. Using pictures to compare and contrast different civilizations

III. Vocabulary

A. Refer to pages 397 and 399 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Anthony, *Explorers All*	J910.9 A62
Bailey, *Peru in Story and Picture*	J918.5 B15
Bleeker, *The Inca*	J985 B54
Malkus, *Along the Inca Highway*	J985 M28

14. WASHINGTON AND THE WORLD

	Suggested time
Land Between Two Continents (Interunit), pages 282-285	½ week
Unit 14, pages 286-302	2½ weeks

I. Some objectives to be emphasized

A. To show how the Panama Canal has shortened distance and increased trade between continents

B. To compare and contrast the Suez and Panama Canals

C. To understand why Washington was chosen as our nation's capital

D. To understand the difference between "capital" and "capitol"

E. To consider that the changes which have occurred in our ways of living are similar to changes which have taken place in other parts of the world

F. To appreciate why Washington has become one of the world's great meeting places

G. To recognize the important buildings of Washington

H. To see why the United States, like other countries, is dependent upon world trade

I. To learn about the functions of the District of Columbia and the Panama Canal Zone as governmental units

II. Skills to be developed

- A. Reviewing the several kinds of maps studied during the year
- B. Recognizing regional characteristics through picture study
- C. Studying pictures to help understand the operation of the locks in a canal

III. Vocabulary

- A. Refer to pages 404 and 406 in the teacher's edition of the textbook for basic vocabulary.
- B. Include any additional terms that need to be developed.

IV. Bibliography

Schoneman, *The Story of Trade*	J380 S37
Urell, *Big City Transportation*	J380 U27
Epstein, *The First Book of Washington, D.C.*	J917.53 E69
Rosenfeld, *Let's Go to the Capitol*	J917.53 R72
Rosenfeld, *Let's Go to the White House*	J917.53 R72L
Terrell, *The Key to Washington*	J917.53 T31
Borreson, *Let's Go to Mount Vernon*	J917.55 B.63
Day, *Getting to Know Panama*	J918.6 D3
Sondergaard, *My First Geography of the Panama Canal*	J918.6 S69
Holland, *They Built a City*	J975.3 H72
Markun, *The First Book of the Panama Canal*	J986 M39

UNITS FOR GRADE 5

THE NEW WORLD—THEN AND NOW (Introduction)

Text: pages 1-15* **Suggested time: 1 week**

I. Some objectives to be emphasized

- A. To obtain an overview of the year's work in social studies
- B. To differentiate between prehistoric and historic times
- C. To consider the Western Hemisphere of prehistoric times
- D. To realize that highly developed civilizations existed in North America before the arrival of the Europeans
- E. To appreciate the changes which the Europeans brought to the New World

II. Skills to be developed

- A. Understanding the reasons for the choice of colors on a landscape map
- B. Strengthening the understanding of a scale of miles
- C. Recognizing how east-west and north-south lines are labeled
- D. Using a Table of Contents

III. Vocabulary

- A. Refer to page 473 of the teacher's edition of the textbook for basic vocabulary.
- B. Include any additional terms that need to be developed.

IV. Bibliography**

Anthony, *Explorers All*	j910.9 A62
Grosseck, *Great Explorers*	j910.9 G93
Lambert, *The World's Most Daring Explorers*	j910.9 L18
Sondergaard, *They Went Exploring*	qj910.9 S69

**The Changing New World, North and South America*, Cooper, Sorensen, Todd. Silver Burdett Company, 1961

**The unit bibliographies are a partial listing of suggested supplementary books available from the Schools Department of Carnegie Library at the time of the writing of this course of study (summer, 1963). Since older books are replaced and new ones are added on a continuing basis, teachers should check with the school librarian before ordering titles for each unit.

Tait, *The World Was Wide*	j910.9 T14
Hammond, *Illustrated Atlas for Young America*	j912 H22i
Emerson, *Pioneer Children of America*	j917.3 E58
Harmer, *Exploring Our Country*	917.3 H19
Putney, *Teamwork in Colonial Days*	j917.3 P99
Horizon, *Heroes of Polar Exploration*	j919 H79
Janeway, *The Vikings*	j92 E743j
Eibling, *Great Names in Our Country's Story*	j920 E39
Elms, *Builders of Our Nation*	j920 E54
Johnston, *Stories of the Norsemen*	qj948 J36
Rich, *The First Book of the Vikings*	j948 R39
Wallower, *Indians of Pennsylvania*	j970.4 W18
Bleeker, *The Maya*	j972 B54
Heal, *First Book of America*	973 H384
McGuire, *A Brave Young Land*	973 M16b
Miers, *Rainbow Book of American History*	qj973 M67
Petersham, *An American ABC*	qj973 P45
Ross, *Know Your U.S.A.*	qj973 R73
Todd, *New Ways in the Old World*	j973 T55
Barker, *Our New Land*	973.1 B24
Dalgliesh, *America Begins*	973.1 D16
Duvoisin, *And There Was America*	973.1 D96
Rich, *The First Book of New World Explorers*	973.1 R39

1. A NEW WORLD APPEARS ON THE MAP

Text: pages 16-31 Suggested time: 1 week
See resource unit in Part II of this course of study

I. Some objectives to be emphasized

A. To discover the reasons why the early explorers set out on their expeditions

B. To note the importance of maps and other navigational aids in exploration

C. To become aware of the courage, ingenuity, and occasional cruelty of the early explorers of the New World

D. To understand the important role that Spain played in the discovery of the New World

E. To appreciate the contributions of the explorers who followed Columbus

F. To compare and contrast the problems of exploration in the sixteenth and seventeenth centuries with space exploration today

II. Skills to be developed

A. Understanding the advantages and limitations of mercator projection

B. Placing symbols and names accurately and neatly on an outline map

III. Vocabulary

A. Refer to page 475 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Syme, *Balboa: Finder of the Pacific*	j92 B187sy
Aulaire, *Columbus*	qj92 C727au
Bailey, *Christopher Columbus: Sailor and Dreamer*	j92 C727bai
Dalgliesh, *The Columbus Story*	j92 C727d
Sperry, *Voyages of Christopher Columbus*	j92 C727sp
Syme, *Columbus: Finder the the New World*	j92 C727sy
Syme, *Vasco da Gama: Sailor Toward the Sunrise*	j92 G161s
Syme, *Magellan: First Around the World*	j92 M249s
Coffman, *New World Settlement*	j973.1 C66n
Kelty, *Life in Early America*	973.2 K171

2. SPANIARDS BUILD COLONIES IN THE NEW WORLD

Text: pages 32-46 Suggested time: 1 week

I. Some objectives to be emphasized

A. To consider the primary motivation of Spanish exploration and colonization

B. To realize the effect of Spanish colonization on early civilizations in the New World

C. To see how colonization influenced the culture and economy of the Old World

II. Skills to be developed

A. Reading photographs and sketches to gain an understanding of the relationships between physical factors and human activities

B. Finding the main idea in a picture

C. Studying maps to see physical reasons for locations of settlements

D. Using reference guides in a textbook

III. Vocabulary

A. Refer to page 480 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Bailey, *Ponce de Leon: First in the Land*	j92 P784ba
Syme, *DeSoto: Finder of the Mississippi*	j92 S718s
Johnson, *Captain Cortes Conquers Mexico*	j972 J36
Campbell, *Coronado and His Captains*	j973.1 C15

3. EXPLORING AND SETTLING CANADA

Text: pages 47-61 Suggested time: 1 week

I. Some objectives to be emphasized

A. To recognize the influence and contributions of the French explorers to the New World

B. To note the changes brought about by trade between the French and Indians in both the Old World and the New

C. To recognize the importance of the inland waterways to the French settlers and the importance of these same waterways today

II. Skills to be developed

A. Comparing various scales of miles used on maps

B. Interpreting historical information recorded on maps

C. Using the index of a book as a learning tool

D. Unlocking the pronunciation of words through the use of various pronunciation keys

E. Reading pictures to understand how the Indians made use of natural resources and adapted themselves to their environment

III. Vocabulary

A. Refer to page 485 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Hills, *Canada*	qj917.1 H56
Syme, *Cartier: Finder of the St. Lawrence*	j92 C241s
Graham, *LaSalle: River Explorer*	j92 L337g
Syme, *Bay of the North*	j92 R134s
Hutton, *A Picture History of Canada*	qj971 H97
White, *The St. Lawrence: Seaway of North America*	j971.4 W63
Buehr, *The French Explorers in America*	j973.1 B86
Judson, *The Mighty Soo*	j977.491 J49

4. ENGLAND BUILDS COLONIES ALONG THE ATLANTIC COAST

Text: pages 62-83 **Suggested time: 1 week**

I. Some objectives to be emphasized

- A. To appreciate that many hardships are encountered when starting a new way of life
- B. To see how and why environmental factors give rise to a region's activities and way of life
- C. To see that representative government in the New World had its beginning with English colonization
- D. To understand that the freedoms we enjoy today were established because of the convictions of men of foresight
- E. To learn that independence and cooperation have both contributed to American democracy

II. Skills to be developed

- A. Recognizing familiar areas by their shape and location on an unlabeled map
- B. Interpreting historical information through constructing a time line
- C. Using maps for drawing inferences concerning human activities
- D. Taking notes
- E. Extending textbook information by using reference materials

III. Vocabulary

- A. Refer to page 490 of the teacher's edition of the textbook for basic vocabulary.
- B. Include any additional terms that need to be developed.

IV. Bibliography

Villiers, *The New Mayflower*	j910.4 V33N
Fisher, *Colonial America*	qj917.3 F53
Ruth, *The Pennsylvania Story*	917.48 R93
Baker, *Henry Hudson*	j92 H887b
Haviland, *William Penn: Founder and Friend*	j92 P395ha
Gilmartin, *Great Names in American History*	j920 G42
American Heritage, *The Pilgrims and Plymouth Colony*	j973.2 A51
Dalgliesh, *America Builds Homes*	j973.2 D16
Pumphrey, *Pilgrim Stories*	j973.2 P98a2
Rich, *The First Book of the Early Settlers*	j973.2 R39

Tillinghast, *Colonial Life in America*	j973.2 T46
Hall-Queste, *How the Pilgrims Came to Plymouth*	j974.4 H17
Wallower, *Pennsylvania Primer*	j974.8 W18p
Frey, *The Land in the Fork*	974.886 F93
Stryker, *Pittsburgh Album*	qj974.886 S92
Dalgliesh, *The Thanksgiving Story*	J
DeAngeli, *Skippack School*	J
Meadowcroft, *First Year*	J

5. THE BRITISH COLONIES WIN THEIR INDEPENDENCE

Text: pages 84-97 Suggested time: 2½ weeks

I. Some objectives to be emphasized

A. To consider the economic reasons for the conflict between the colonies and the mother country

B. To understand the reasons for the warfare between the French and the English in the New World and the Old

C. To show that the principles stated in the Declaration of Independence form the basis for all government in the United States

D. To develop a sense of historical perspective through a study of important chronological events

E. To evaluate the results of the Revolutionary War in terms of major changes in the American way of life

F. To understand that American citizenship embodies basic rights as well as basic responsibilities

II. Skills to be developed

A. Using maps to trace the succession of events

B. Reading and interpreting maps of cities

C. Interpreting political cartoons

D. Thinking critically in analyzing problems faced by the colonists

E. Summarizing important ideas contained in the Declaration of Independence

III. Vocabulary

A. Refer to page 495 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Loder, *The Key to Philadelphia*	J917.4811 L76
Graham, *Lafayette: Friend of America*	J92 L144gr
Carmer, *A Cavalcade of Young Americans*	J973 C21c
McGuire, *They Made America Great*	J973 M16t
Morris, *First Book of the Indian Wars*	J973 M918
Lancaster, *The American Revolution*	qJ973.3 L21
Mason, *Winter at Valley Forge*	J973.3 M44
Morris, *First Book of the American Revolution*	J973.3 M91
Edmonds, *The Matchlock Gun*	J
Meadowcroft, *Silver for General Washington*	J

6. THE BIRTH OF THE REPUBLIC

Text: pages 98-105 Suggested time: 2 weeks

I. Some objectives to be emphasized

A. To show that independence from England brought many problems along with freedom

B. To understand why the newly founded nation needed a form of government that would enable the people to work together

C. To show why our national government is divided into three branches

D. To understand the significance of the term "United States of America"

E. To appreciate the role of the Constitution in providing stability for American principles and institutions

F. To become aware of the existence of state and local government

G. To appreciate the contributions of the Founding Fathers

II. Skills to be developed

A. Understanding how to select suitable materials for preparing a report

B. Using cross references in preparing topics

C. Summarizing major ideas of a historical document

D. Measuring distances between cities on the map

III. Vocabulary

A. Refer to page 500 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Aulaire, *Benjamin Franklin*	qj92 F879au
Weir, *Benjamin Franklin: Printer and Patriot*	j92 F879w
Dalgliesh, *The Fourth of July Story*	j973.3 D16

FROM THE ATLANTIC TO THE PACIFIC (Interunit)

Text: pages 106-115 Suggested time: 1 week

I. Some objectives to be emphasized

A. To understand how the interaction of growing season, climate, and precipitation affect human activities

B. To become familiar with various kinds of maps showing precipitation and length of growing season

C. To review the function of directional lines on a map and globe and to understand the significance of the degree sign (°)

II. Skills to be developed

A. Using a precipitation map to locate areas that need irrigation

B. Realizing how color and the raised surface on a relief map indicate topography

C. Using various kinds of maps together to relate information in order to understand a particular region

III. Vocabulary

A. Refer to page 505 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Holbrook, *The Golden Age of Railroads*	j385 H69
Dalgliesh, *America Travels*	j656.09 D16
Emerson, *Pioneer Children of America*	j917.3 E58
McFall, *Our Country America*	qj917.3 M15
Harmer, *True Book of Pioneers*	j917.8 H27
Hays, *Eli Whitney and the Machine Age*	j92 W652h
Eibling, *Great Names in Our Country's Story*	j920 E39
Pratt, *Famous Inventors and Their Inventions*	j926 P88
Todd, *New Ways in the New World*	j973 T55

7. THE NORTHEAST GROWS AND CHANGES

Text: pages 116-135 **Suggested time: 1 week**

I. Some objectives to be emphasized

- **A. To become acquainted with the important environmental features of the Northeast**
- **B. To associate man's activities in the Northeast with his environment**
- **C. To understand the concept of a frontier and the reasons for its movement**
- **D. To consider the major changes in transportation in the early days of the westward movement**

II. Skills to be developed

- **A. Using maps to compare population growth at different times in our history**
- **B. Interpreting pictures in sequence to understand that man lives in a changing world**
- **C. Using tables of references included in the textbook**
- **D. Participating in a panel discussion**

III. Vocabulary

- **A. Refer to page 507 of the teacher's edition of the textbook for basic vocabulary.**
- **B. Include any additional terms that need to be developed.**

IV. Bibliography

Mitchell, *Ships That Made U.S. History*	J387 M74
Buehr, *Harvest of the Sea*	J639 B86
Petersham, *Story Books of Ships and Trains*	656.8 P45
Wood, *Hills and Harbors (The Middle Atlantic States)*	J917.3 E62
Wood, *New England Country (The Northeastern States)*	J917.3 E62
Coffin, *Life in America: New England*	qJ917.4 C66
Havighurst, *Life in America: The Northeast*	qJ917.4 H36
Petersham, *Story of the Presidents*	J923.1 P45
Comfort, *Flatboats and Wagon Wheels*	J
Meadowcroft, *By Wagon and Flatboat*	J

8. THE MIDDLE WEST GROWS AND CHANGES

Text: pages 136-151 **Suggested time: ½ week**

I. Some objectives to be emphasized

- A. To become acquainted with the important environmental features of the Middle West and man's relationship to them
- B. To understand the effect of inventions on farming and industry
- C. To continue the study of the changing pattern of transportation as the westward movement progresses
- D. To discover the importance of the inland waterways in the development of our country
- E. To consider the importance of Pittsburgh as the gateway to the West

II. Skills to be developed

- A. Recognizing that the map symbol for a city indicates size as well as location
- B. Working with economic and metropolitan maps
- C. Using synonyms for common geographic terms
- D. Reading simple navigational charts

III. Vocabulary

- A. Refer to page 512 of the teacher's edition of the textbook for basic vocabulary.
- B. Include any additional terms that need to be developed.

IV. Bibliography

Wood, *Lakes, Hills, and Prairies (Middle Western States)*	j917.3 E62
Wood, *Panoramic Plains (The Great Plains States)*	j917.3 E62
Havighurst, *Life in America: The Midwest*	qj917.7 H36
Havighurst, *First Book of Pioneers: Northwest Territory*	j917.7 H36f
Tallant, *The Louisiana Purchase*	j973.4 T15
Kelly, *Lincoln and Douglas*	j973.6 K17
Crawford, *"Hello, the Boat!"*	J

9. THE SOUTH GROWS AND CHANGES

Text: pages 152-167 **Suggested time: ½ week**

I. **Some objectives to be emphasized**

- A. **To become acquainted with the environmental features of the southern United States and man's adaptation to them**
- B. **To appreciate the importance of the cotton gin in transforming the economy of early America**
- C. **To recognize the contributions of such pioneers as Daniel Boone and Andrew Jackson**
- D. **To learn how Florida became part of the United States**

II. **Skills to be developed**

- A. **Reading pictorial charts, graphs, and diagrams**
- B. **Studying small inset maps in relation to larger maps with which they are included**
- C. **Making charts to organize information**

III. **Vocabulary**

- A. **Refer to page 517 of the teacher's edition of the textbook for basic vocabulary.**
- B. **Include any additional terms that need to be developed.**

IV. **Bibliography**

Rogers, *First Book of Cotton*	**J633.71 R61**
Banta, *Life in America: The South*	**qJ917.5 B22**
Averill, *Daniel Boone*	**qJ92 B631av**
Foster, *Andrew Jackson: An Initial Biography*	**J92 J123f**
Foster, *George Washington: An Initial Biography*	**J92 W272f**
Steele, *The Lone Hunt*	**J**

10. THE WEST GROWS AND CHANGES

Text: pages 168-189 **Suggested time: 1 week**

I. **Some objectives to be emphasized**

- A. **To learn how the United States expanded westward through acquisition, conquest, and negotiation**

B. To trace the routes of Lewis and Clark, Frémont, Kearny, and others in their exploration of our new territory

C. To show that international problems may be settled through negotiation and compromise

D. To consider the procedures by which a territory becomes a state

E. To appreciate the courage and determination of the pioneers

F. To locate and understand the significance of the Continental Divide

II. Skills to be developed

A. Using a series of maps to show the moving of the frontier

B. Using landscape and physical maps to see extremes in elevation within a small area

C. Interpreting topography through the use of a relief map

D. Comparing backgrounds of pictures in the text to note topographic differences in the various sections of our country

III. Vocabulary

A. Refer to page 522 of the teacher's section of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Adams, *The Pony Express*	j383 A21
Epstein, *All About the Desert*	j551.45 E69
American Heritage, *Westward on the Oregon Trail*	j917.8 A51w
Bakeless, *Adventures of Lewis and Clark*	j917.8 B17
Havighurst, *Life in America: The Great Plains*	qj917.8 H36
Havighurst, *First Book of the Oregon Trail*	j917.8 H36f
Holling, *Tree in the Trail*	qj917.8 H72
Morrill, *Lewis and Clark: Explorers to the West*	j917.8 M91
Warren, *Remember the Alamo!*	j976.4 W24
Adams, *The Santa Fe Trail*	j978 A21
Fletcher, *The Big Book of the Wild West*	qj978 F63b
McCracken, *Winning of the West*	qj978 M14
McNeer, *The California Gold Rush*	j979.4 M21c
Lewis, *The Story of Oregon*	qj979.5 L67
Carr, *Children of the Covered Wagon*	J
Comfort, *Prairie Schooners West*	J
Hoff, *Johnny Texas*	J
Wilder, *Little House on the Prairie*	J

THE AMERICAN STORY (Interunit)

Text: pages 190-193 **Suggested time: ½ week**

I. Some objectives to be emphasized

- **A. To visualize the important social and industrial changes in the United States from 1789 to 1860**
- **B. To establish the background for the Civil War and the period of rapid change which followed it**

II. Skills to be developed

- **A. Reading and interpreting pictographs**
- **B. Reading a series of political maps to show territorial expansion**
- **C. Contrasting ways of American life today and in 1860 through picture study**

III. Vocabulary

- **A. Refer to page 527 of the teacher's edition of the textbook for basic vocabulary.**
- **B. Include any additional terms that need to be developed.**

IV. Bibliography

Anthony, *Americans All*	J920 A62
Eibling, *Great Names in Our Country's Story*	J920 E39
McGuire, *They Made America Great*	J973 M16t
Parker, *Great Moments in American History*	J973 P238

11. THE NATION IS DIVIDED AND UNITES AGAIN

Text: pages 194-205 **Suggested time: 1 week**

I. Some objectives to be emphasized

- **A. To consider the major causes of the Civil War**
- **B. To discover the character traits in the boyhoods of Abraham Lincoln and Robert E. Lee which helped them to become great leaders**
- **C. To appreciate the role of Abraham Lincoln as defender of the Constitution**
- **D. To understand the significance of the Emancipation Proclamation**

E. To evaluate the results of the Civil War in terms of relatively permanent changes in the American way of life

II. Skills to be developed

A. Using maps to relate historical developments to geographic influences

B. Using reference materials to prepare special reports about famous persons

C. Locating areas of recent and potential civil wars

D. Strengthening historical and cultural concepts through picture study

E. Differentiating between fact and opinion

III. Vocabulary

A. Refer to page 529 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Solem, *Robert E. Lee*	92 L526s
Cavanah, *Abe Lincoln Gets His Chance*	92 L715cava
Foster, *Abraham Lincoln: An Initial Biography*	J92 L715f
McNeer, *America's Abraham Lincoln*	J92 L715mc
Carmer, *A Cavalcade of Young Americans*	J973 C21c
Johnson, *America Grows Up*	J973 J36am
Todd, *New Ways in the New World*	J973 T55
Steele, *The Perilous Road*	J

12. CHANGING WAYS OF LIVING ON THE GREAT PLAINS

Text: pages 206-216 Suggested time: 1 week
See resource units in Part II of this course of study

I. Some objectives to be emphasized

A. To understand why the Indians and the settlers differed in their use of the land

B. To realize the changes brought about by the transcontinental railroad

C. To consider the role of the government in opening up the Great Plains to settlement

D. To see how some important inventions helped solve the problems of the prairie states

II. Skills to be developed

- A. Using a precipitation map to show the relationship between the amount of precipitation and crop production
- B. Analyzing literature, radio and television programs, and motion pictures to distinguish between fact and fiction
- C. Comparing maps to note growth of railroads
- D. Recognizing the prairie states on an unlabeled map
- E. Correlating facts obtained from maps, pictures, and reading materials

III. Vocabulary

- A. Refer to page 534 of the teacher's edition of the textbook for basic vocabulary.
- B. Include any additional terms that need to be developed.

IV. Bibliography

McNeer, *Story of the Southwest*	qJ917.8 M216s
Todd, *New Ways in the New World*	973 T55
Worcester, *War Pony*	J

13. CARRYING THE AMERICAN FLAG TO DISTANT LANDS

Text: pages 217-229 Suggested time: 1 week

I. Some objectives to be emphasized

- A. To learn how the United States acquired territories beyond its continental boundaries
- B. To appreciate the problems that explorers, builders, and scientists encountered in new lands and to note the courage and determination with which they solved them
- C. To examine the relationships between natural environment and human activities in the new lands
- D. To understand the reasons why the United States helped its possessions to prepare for eventual independence
- E. To consider the importance of the Panama Canal in world trade
- F. To learn about the history of Alaska and Hawaii

II. Skills to be developed

- A. Drawing inferences about an area through map and picture study

B. Using a globe to locate lands beyond our national boundaries

C. Organizing facts for oral presentation

III. Vocabulary

A. Refer to page 539 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Tompkins, *Life in America: Alaska*	J917.98 T59aL
O'Neill, *Picture Story of the Philippines*	qJ919.14 O25
Fergusson, *Life in America: Hawaii*	qJ919.69 F38a
Laschever, *Getting to Know Hawaii*	J919.69 L33
Syme, *Captain Cook: Pacific Explorer*	J92 C774sy
Foster, *Theodore Roosevelt: An Initial Biography*	J92 R684f
Elms, *Our United States: How It Grew*	J973 E54
McCracken, *The Story of Alaska*	qJ979.8 M14
Markun, *First Book of the Panama Canal*	J986 M39

14. THE UNITED STATES BECOMES A GREAT INDUSTRIAL POWER

Text: pages 230-251 Suggested time: 1 week

I. Some objectives to be emphasized

A. To show how the Industrial Revolution was made possible by the discovery of new sources of energy and the development of new kinds of machines

B. To trace the changes which the Industrial Revolution brought to the American way of life and to consider the adjustments which these changes made necessary

C. To become familiar with the contributions of some important personalities of nineteenth-century American industry

D. To consider the continuing strategic role of Pittsburgh in American industry

II. Skills to be developed

A. Interpreting bar and line graphs

B. Interpreting an economic map

III. Vocabulary

A. Refer to page 544 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Buehr, *Sending the Word*	J380 B86
Batchelor, *Communication: From Cave Writing to Television*	J384 B31
Bothwell, *First Book of Roads*	J625.7 B64
Buehr, *The Genie and the Word*	J654 B86
Petersham, *Story Book of Ships and Trains*	J656.8 P45
Buehr, *Oil--Today's Black Magic*	J665.5 B86
Shippen, *Mr. Bell Invents the Telephone*	J92 B399sh
Shippen, *Andrew Carnegie and the Age of Steel*	J92 C216s
Clark, *Thomas Alva Edison*	J92 E288c
Latham, *Samuel F. B. Morse: Artist-Inventor*	J92 M923L
Reynolds, *The Wright Brothers*	J92 W936r
Eberle, *Famous Inventors*	J926 E21

15. THE UNITED STATES BECOMES A WORLD LEADER

Text: pages 252-271 Suggested time: 1 week

I. Some objectives to be emphasized

A. To realize how abundant natural and human resources, together with a traditional respect for freedom, combined to produce the uniquely American way of life

B. To understand how American principles and skills influenced our country's actions in world affairs

C. To understand change as a continuous process

D. To understand how our changing ways of living require new laws to meet the problems and needs of the times

E. To appreciate the role of the United States as leader of the free world

F. To understand why America took part in two world wars

II. Skills to be developed

A. Noting details in photographs

B. Interpreting a distribution-of-population map

C. Collecting information and making graphs

D. Applying facts presented in previous chapters of the textbook to help interpret new concepts

III. **Vocabulary**

A. Refer to page 549 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. **Bibliography**

Epstein, *First Book of the United Nations*	j341.13 E69
Elting, *We Are the Government*	j353 E56
Snyder, *First Book of World War I*	j940.91 S67
Snyder, *First Book of World War II*	j940.931 S67

16. THE NORTHEAST TODAY

The United States and Canada Today (Interunit), pages 272-275
Unit 16, pages 276-298 Suggested time: $2\frac{1}{2}$ weeks
See resource units in Part II of this course of study

I. Some objectives to be emphasized

A. To recognize the three main regions of the northeastern states and some distinguishing characteristics of each

B. To understand the reasons for the relative density of population in the northeastern states

C. To review the principal reasons for the location and activities of the major cities of the Northeast, with special emphasis on Pittsburgh

D. To learn about the special role of Washington, D. C., in our national life

E. To become aware of the interdependence of metropolitan and rural areas

F. To consider changing patterns in the concentration of population in the United States

G. To consider the changing forms of transportation and communication and how they help to unite our country

H. To discover reasons for the decline of certain industries and the rise of others

II. Skills to be developed

A. Comparing a metropolitan map with a regional map

B. Reading and interpreting road maps

C. Recognizing a cape, bay, inlet, harbor, and island on a map of the Atlantic coastline

D. Outlining important facts concerning northeastern states

E. Using statistical tables for making comparisons relating to population, industry, and products

F. Interviewing resource people

III. Vocabulary

A. Refer to page 556 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Lent, *Men at Work in New England*	j331.7 L61
Lent, *Men at Work in the Mid-Atlantic States*	j331.7 L61md
Elms, *Mountains of the World*	j551.43 E54
Elms, *Rivers of the World*	j551.48 E54
Eberle, *Basketful: The Story of Our Food*	j630 E21
Buehr, *Harvest of the Sea*	j639 B86
Hammond and Company, *The First Book Atlas*	j912 H22f
Hamer, *Exploring the New World*	917 H19
Holling, *Paddle-to-the-Sea*	qj917 H72
Colby, *America's Natural Wonders*	qj917.3 C67
Elms, *Let's Take a Trip*	j917.3 E54
Hamer, *Exploring Our Country*	917.3 H19
Quinn, *Picture Map Geography of the United States*	qj917.3 Q35
Coffin, *Life in America: New England*	qj917.4 C66
Havighurst, *Life in America: The Northeast*	qj917.4 H36
Epstein, *First Book of Washington, D.C.*	j917.53 E69
Rosenfield, *Let's Go the the White House*	j917.53 R72L
Bailey, *Picture Book of Pennsylvania*	j917.48 B15
Terrell, *Key to Washington*	j917.53 T31
DeAngeli, *Bright April*	J
Lenski, *Coal Camp Girl*	J
Sorensen, *Plain Girl*	J

17. THE MIDDLE WEST TODAY

Text: pages 299-317 Suggested time: 1½ weeks

I. Some objectives to be emphasized

A. To learn why the Middle West is noted for both its agriculture and its industry

B. To consider the importance of the Great Lakes and large rivers to the people of the Middle West

C. To trace the development of some important middle western cities, and to understand why they have grown and prospered

D. To understand how the assembly line functions in a large factory and to analyze the probable effect of increased automation on American industry

II. Skills to be developed

A. Associating a place in a photograph with its location on a map

B. Correlating information from other sources with that of the textbook

III. Vocabulary

A. Refer to page 561 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Lent, *Men at Work in the Great Lakes States*	j331.7 L61me
Havighurst, *Life in America: The Midwest*	qj917.7 H36
Lenski, *Corn-Farm Boy*	J

18. THE SOUTH TODAY

Text: pages 318-334 Suggested time: 2 weeks

I. Some objectives to be emphasized

A. To explore the reasons for the great social and economic changes the South has been undergoing in recent years

B. To become familiar with and understand the significance of the term latitude

C. To understand the principle of crop rotation

D. To appreciate the scenic and historical areas and the cultural traditions of the southern states

E. To identify the important waterways upon which the South depends

II. Skills to be developed

A. Estimating distances by using latitude lines on maps

B. Drawing inferences about climatic conditions through study of physical-political and relief maps

C. Using maps to locate waterways and land areas affected by the TVA

D. Studying maps to correlate location of cities with proximity to natural resources and farming regions

E. Comparing areas of production using facts on maps

III. Vocabulary

A. Refer to page 566 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Lent, *Men at Work in the South*	J331.7 L61m
Banta, *Life in America: The South*	qJ917.5 B22
Lenski, *Blue Ridge Billy*	J
Lenski, *Boom Town Boy*	J
Lenski, *Cotton in My Sack*	J

19. THE GREAT PLAINS TODAY

Text: pages 335-346 Suggested time: 1½ weeks

I. Some objectives to be emphasized

A. To consider the need for soil and water conservation on the Great Plains today

B. To show how progressive farming methods have helped to make this region famous for production of cattle and crops

C. To study the functions of cities in a sparsely populated section of the country

D. To show the importance of oil in modern life

II. Skills to be developed

A. Using a precipitation map to see the relationship of rainfall, growing season, and land use

B. Developing graphs from statistical information

C. Evaluating pupil reports for accuracy

D. Performing experiments to determine composition and quality of soil

III. Vocabulary

A. Refer to page 571 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Rubicam, *Men at Work in the Great Plains States*	J331.7 R82me
Clemons, *Rodeo Days*	J917.8 C56
Havighurst, *Life in America: The Great Plains*	qJ917.8 H36
Garst, *Cowboy Boots*	J
Lenski, *Prairie School*	J
Lenski, *Texas Tomboy*	J

20. THE WEST TODAY

Text: pages 347-365 Suggested time: 2 weeks

I. Some objectives to be emphasized

A. To realize that the West is made up of several regions, each with its own characteristics and activities

B. To understand the necessity for conservation in the western states as well as in other sections of our country

C. To locate the important mountains of the western states and to see how they affect climate and human activity

D. To become acquainted with the famous natural wonders of the West

E. To consider the major river systems of the western states and to learn how man adapts them to his use

F. To see how the natural resources of the West serve industry in other parts of the nation

G. To view the Pacific coast as a link between the continental United States, Alaska and Hawaii, and the Far East

II. Skills to be developed

A. Using physical and relief maps to compare the elevation of western and eastern mountains

B. Using physical and relief maps to compare coastal regions of the East and West

C. Using physical and relief maps to compare differences in height above sea level

2

D. Observing the effect of qualifying words in expressing social-studies concepts

III. Vocabulary

A. Refer to page 576 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Lent, *Men at Work on the West Coast*	j331.7 L61men
Rubicam, *Men at Work in the Mountain States*	j331.7 R82m
Epstein, *All About the Desert*	j551.45 E69
Buff, *Big Tree*	j585.23 B86
Stoutenburg, *Wild Animals of the Far West*	j599 S889
Morgan, *Life in America: The West*	qj917.8 M89
Franklin, *Monte*	J
Henry, *Brighty of the Grand Canyon*	J

21. OUR YOUNGEST STATES AND OTHER AMERICAN LANDS

Text: pages 366-379 Suggested time: 2 weeks
See resource units in Part II of this course of study

I. Some objectives to be emphasized

A. To consider the similarities and differences between pioneering in Alaska today and pioneering in the West in the nineteenth century

B. To see how the people of Alaska and Hawaii have adapted themselves to their natural environment

C. To consider some of the problems faced by our new states and to see how their citizens are solving them

D. To become familiar with the principal tourist attractions of Alaska and Hawaii

E. To locate and learn about the territories of the United States

F. To understand how peoples of many different cultures live and work together in American lands beyond our continental boundaries

II. Skills to be developed

A. Tracing airline routes on an airline map

B. Identifying military bases on a map

C. Interpreting abbreviations on maps

D. Using maps and globes to note the nearness of North America to Asia in the region of the Bering Strait

E. Studying maps and globes to see how and why longitude lines narrow as they approach the poles

F. Using references to prepare a summary

G. Making deductions from known facts

III. Vocabulary

A. Refer to page 581 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Rubicam, *Men at Work in Hawaii*	j331.7 R82
Quinn, *Picture Map Geography of Canada and Alaska*	j917.1 Q35
Henry, *West Indies in Story and Pictures*	j917.29 H45
Tor, *Getting to Know Puerto Rico*	j917.295 T63
Breetveld, *Getting to Know Alaska*	j917.98 B72
Henry, *Alaska in Story and Pictures*	j917.98 H45
O'Neill, *Picture Story of Alaska*	qj917.98 O25
Tompkins, *Life in America: Alaska*	qj917.98 T59aL
Epstein, *First Book of Hawaii*	j919.69 E69
Fergusson, *Life in America: Hawaii*	qj919.69 F38a
Laschever, *Getting to Know Hawaii*	j919.69 L33
Elting, *First Book of Eskimos*	j919.8 E56
Ogle, *Getting to Know the Arctic*	j919.8 O17
Sperry, *All About the Arctic and Antarctic*	j919.8 S75
Todd, *New Ways in the New World*	j973 T55
Epstein, *The Real Book About Alaska*	j978.8 E69
McCracken, *The Story of Alaska*	qj979.8 M14
McNeer, *The Alaska Gold Rush*	j979.8 M21
Bauer, *Hawaii--The Aloha State*	j996.9 B32

22. CANADA TODAY

Text: pages 380-394　　　　Suggested time: 2 weeks

I. Some objectives to be emphasized

A. To understand the similarities in the cultural and historical backgrounds of Canada and the United States

B. To compare and contrast the governmental structure of the United States and Canada

C. To note the influence of the French heritage in Quebec upon Canadian culture

D. To identify the principal geographical features of the various provinces and territories of Canada

E. To discover how the St. Lawrence Seaway is an example of how nations can work together for their mutual benefit

F. To realize why Canada and the United States sometimes have differences of opinion

G. To consider the role of Canada's resources in her present and future development

H. To understand why the population of Canada is centered in the southeastern part of the country

I. To understand the importance of international boundaries and the regulations people must know in crossing them

II. Skills to be developed

A. Studying maps to see how engineers have surmounted natural barriers in constructing the Welland Canal and St. Lawrence Seaway

B. Using maps to identify natural features which show the effect of glaciers

C. Using maps and globes to compare and contrast Canadian climate with that of similar latitudes in other parts of the world

D. Using maps, globes, and pictures to show the continuity of physical features in adjoining Canadian and American territory

III. Vocabulary

A. Refer to page 586 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Henry, *Canada in Story and Pictures*	J917.1 H45
Hills, *Canada*	qJ917.1 H56
Lineaweaver, *First Book of Canada*	J917.1 L72
Quinn, *Picture Map Geography of Canada and Alaska*	J917.1 Q35
Tor, *Getting to Know Canada*	J917.1 T63
Bice, *Across Canada*	J

LATIN AMERICAN LANDS (Interunit)

Text: pages 395-399 Suggested time: $\frac{1}{2}$ week

I. Some objectives to be emphasized

A. To compare and contrast the cultural heritage of Latin America with our own

B. To understand the principles of the Monroe Doctrine and its application in today's world

C. To appreciate the importance of transportation and communication in linking the nations of the Western Hemisphere

D. To become familiar with the role of the Organization of American States in establishing and maintaining peace in the Western Hemisphere

II. Skills to be developed

A. Drawing geographical inferences about Latin America through map and globe study

B. Obtaining biographical information of Latin American personalities from reference books

C. Using maps to show how modern sea and air routes link the Americas

III. Vocabulary

A. Refer to page 591 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Elms, *Mountains of the World*	j551.43 E54
Elms, *Rivers of the World*	j551.48 E54
Hamer, *Exploring the New World*	917 H19
Sondergaard, *My First Geography of the Americas*	qj917 S69
Carter, *First Book of South America*	j918 C23
Elms, *Stories of Neighbor Nations*	j918 E54
Fideler, *South America*	qj918 F45
Goetz, *Neighbors to the South*	j918 G55a
Goetz, *South America*	qj918 G55L
Quinn, *Picture Map Geography of South America*	qj918 Q35

23. MIDDLE AMERICA

Text: pages 400-427 Suggested time: 1½ weeks

I. Some objectives to be emphasized

A. To consider the principal characteristics of the three major regions of Middle America: Mexico, Central America, and the Caribbean islands

B. To trace the historical development of some present-day living patterns of Middle America

C. To see how education has helped change the social and economic life in Middle American lands in recent decades

D. To explore the possibilities of using untapped resources in these countries to further increase the standard of living

F. To investigate the many reasons for the need for cooperation between the United States and Middle America

F. To learn how the trade winds affect climate and human activity

G. To instill a respect for customs and traditions of other lands

II. Skills to be developed

A. Using a globe and maps to locate Middle American countries in relation to the equator and the Tropic of Cancer

B. Using precipitation, land use, relief, and other physical maps to understand the relationships between climate and population

C. Reading and interpreting charts showing resources and products of Middle American countries

III. Vocabulary

A. Refer to page 593 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Epstein, *First Book of Mexico*	j917.2 E69
Gomez, *Getting to Know Mexico*	j917.2 G59
Henry, *Mexico in Story and Pictures*	j917.2 H45
Quinn, *Picture Map Geography of Mexico, Central America, and the West Indies*	j917.2 Q35
Ross, *Mexico*	j917.2 R73a
Caldwell, *Let's Visit the West Indies*	j917.29 C13
Henry, *West Indies in Story and Pictures*	j917.20 H45
Henry, *Panama in Story and Pictures*	j918.6 H45
Sondergaard, *My First Geography of the Panama Canal*	j918.6 S69
Simon, *Popo's Miracle*	J

24. BEGINNING SOUTH AMERICA TODAY--COUNTRIES OF THE NORTHERN ANDES

Text: pages 428-439 Suggested time: 1 week

I. Some objectives to be emphasized

A. To examine the principal geographic characteristics of northern South America and their effect upon the economic and social life of the people

B. To become familiar with the Indian culture of the Andes countries

C. To appreciate the relationship between the South American Indian and the white man, and to account for the gradual change in this relationship

D. To show how progress in these countries depends upon the development of natural resources, wise leadership, and the education of the people

E. To learn about the principal products of Venezuela, Colombia, Ecuador, Peru, and Bolivia

II. Skills to be developed

A. Using special geographic terms (e.g., Yungas, llanero) associated with the region

B. Studying maps to locate principal railroads

C. Using maps to trace the important river systems of South America

D. Writing a general conclusion from map information

III. Vocabulary

A. Refer to page 598 of the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Bailey, *Bolivia in Story and Pictures*	j918.4 B15
Bailey, *Peru in Story and Pictures*	j918.5 B15
Bailey, *Ecuador in Story and Pictures*	j918.6 B15
Bleeker, *The Inca*	j985 B54
Clark, *Secret of the Andes*	J

25. CHILE, ARGENTINA, AND TWO SMALL NEIGHBORS

Text: pages 440-446 . Suggested time: 1 week

I. Some objectives to be emphasized

A. To see how the several climatic and territorial regions of Chile influence the way of life of the people

B. To see why Argentina has become the most powerful of the Spanish-speaking lands in South America

C. To compare and contrast the small countries of Uruguay and Paraguay

D. To learn about the great rivers of South America and the important cities that have grown up on their banks

E. To consider several reasons for trade between South America and other countries

F. To note the great changes which the air age has brought to Latin America

II. Skills to be developed

A. Using a physical-political map to compare rail transportation in northern and southern South America

B. Studying a land-use map to determine reasons for sheep raising and growth of crops

C. Verifying sea and air distances listed on reference tables through use of scale of miles on a map

III. Vocabulary

A. Refer to page 603 of the teacher's edition of the guidebook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Breetveld, *Getting to Know Chile* J918.3 B72

26. BRAZIL

Text: pages 447-454 Suggested time: 1½ weeks

I. Some objectives to be emphasized

A. To realize the vastness of Brazil, and to become acquainted with its principal regions and their resources

B. To learn some significant facts about Brazil's history, and to understand why Portuguese is its national language

C. To understand how Brazil's economy makes its citizens aware of its problems and confident in its future

D. To review the reasons for the reversal of seasons in lands south of the equator

E. To locate the Guianas and to see how their citizens make a living

II. Skills to be developed

A. Studying pictures to understand the relation of workers to their natural environment

B. Using maps and globes to see that Brazil is located in two hemispheres

C. Organizing and illustrating information on an outline map

D. Using reference tables to learn about population of important cities

III. Vocabulary

A. Refer to page 607 of the teacher's edition of the guidebook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

White, *All About Great Rivers of the World*	J551.48 W63
Breetveld, *Getting to Know Brazil*	J918.1 B72
Henry, *Brazil in Story and Pictures*	J918.1 H45
Sheppard, *First Book of Brazil*	J918.1 S54
Sperry, *The Amazon: River Sea of Brazil*	J918.1 S75

UNITS FOR GRADE 6

1. WAYS OF LEARNING ABOUT THE WORLD

Text: pages 1-13* Suggested time: 1 week

I. Some objectives to be emphasized

A. To identify the characteristics of a civilized society

B. To show that our civilization is based upon ways of living that developed in the Eastern Hemisphere

C. To see how archaeologists, historians, anthropologists, and other scientists have contributed to our understanding of past civilizations

D. To show that man must continually revise his maps to record changes he makes on the earth's surface

E. To compare and contrast early and contemporary maps

II. Skills to be developed

A. Recognizing the continents of the Eastern Hemisphere

B. Identifying and interpreting landscape and physical maps

III. Vocabulary

A. Refer to page 473 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography**

Tannenbaum, *Understanding Maps*	j526.8 T18
Forsee, *Beneath Land and Sea*	j551.46 F78
Mead, *People and Places*	q572 M55pe
Hobley, *Early Explorers to A.D. 1500*	j910.9 H65
Icenhower, *Man Against the Unknown*	j910.9 I13
Lambert, *The World's Most Daring Explorers*	j910.9 L18
Rogers, *It Took Courage*	j910.9 R61
Tait, *The World Was Wide*	j910.9 T14
Fortiner, *Arthaeology as a Hobby*	j913 F79

**The Changing Old World*, Cooper, Sorensen, Todd. Silver Burdett Company, 1961

**The unit bibliographies are a partial listing of suggested supplementary books available from the Schools Department of Carnegie Library at the time of the writing of this course of study (Summer 1963). Since older books are replaced and new ones added on a continuing basis, teachers should check with the school librarian before ordering titles for each unit.

Jessup, *Wonderful World of Archaeology*	j913 J29
Kubie, *The First Book of Archaeology*	j913 K43
Samachson, *Good Digging*	j913 S18
Suggs, *Modern Discoveries in Archaeology*	j913 S94
White, *Lost Worlds: The Romance of Archaeology*	j913 W63
White, *All About Archaeology*	j913 W63aL
Dufek, *Through the Frozen Frontier*	j919.9 D87

2. THE BEGINNINGS OF CIVILIZATION

	Suggested time
Where Two Continents Meet (Interunit), pages 14-19	½ week
Unit 2, pages 20-35	1 week

See resource unit in Part II of this course of study

I. Some objectives to be emphasized

  A. To refine the understanding of how and why people adapt their way of life to the kind of land they live on

  B. To gain a keener understanding of how climate determines where people live

  C. To see why ancient civilizations were centered around great cities in fertile river valleys

  D. To consider why laws are necessary in civilized societies

  E. To see why Egypt has always been dependent upon the Nile River

  F. To understand why and how the Egyptians developed and perfected the calendar

  G. To learn about the skills of ancient craftsmen

  H. To trace the development of the alphabet from ancient times to our own

  I. To understand the importance of trade to the ancient world

II. Skills to be developed

  A. Understanding and reading a historical map

  B. Drawing and building to scale

III. Vocabulary

  A. Refer to pages 478 and 480 in the teacher's edition of the textbook for basic vocabulary.

  B. Include any additional terms that need to be developed.

IV. Bibliography

Brindze, *The Story of Our Calendar*	j529.3 B75
Friedman, *Digging into Yesterday*	j913 F95
Jessup, *The Wonderful World of Archaeology*	qj913 J29
Kubie, *The First Book of Archaeology*	j913 K43
Robbin, *The How and Why Wonder Book of Lost Cities*	qj913 R53
Samachson, *Good Digging*	j913 S18
White, *Lost Worlds: The Romance of Archaeology*	j913 W63
White, *All About Archaeology*	j913 W63aL
National Geographic, "Everyday Life in Ancient Times"	j913.3 N15q
Bauman, *The World of the Pharaohs*	j913.32 B32
Cottrell, *Land of the Pharaohs*	j913.32 C83
Fawcett, *How Did They Live: Egypt*	j913.32 F29
Leacroft, *The Building of Ancient Egypt*	j913.32 L44
Sewell, *The Story of Ancient Egypt*	j913.32 S51
Fawcett, *How Did They Live: Sumer*	j913.54 F29
Wilbur, *Egypt and the Suez Canal*	j916.2 W69a
Falls, *The First Three Thousand Years*	j930 F19
Unstead, *Looking at Ancient History*	j930 U25
Mohr, *Egyptians of Long Ago*	j932 M77e
Robinson, *The First Book of Ancient Egypt*	j932 R54
Mahmond, *The Land and People of Egypt*	962 M25

3. THE BIRTHPLACE OF THREE FAITHS

Text: pages 36-44 Suggested time: $\frac{1}{2}$ week

I. Some objectives to be emphasized

- A. To show that the religions of the Jews, Christians, and Moslems developed within the civilization of the Middle East
- B. To consider the effect of religion on the everyday lives of the people
- C. To appreciate the importance of a calendar in ancient and modern times

II. Skills to be developed

- A. Distinguishing between fact and opinion
- B. Using the abbreviations B.C. and A.D. correctly

III. Vocabulary

- A. Refer to page 485 in the teacher's edition of the textbook for basic vocabulary.
- B. Include any additional terms that need to be developed.

IV. Bibliography

Fitch, *One God*	j264 F55
Ansley, *The Good Ways*	j290 A62
Fitch, *Their Search for God*	j290 F55
Life, "The World's Great Religions"	qj290 L69
Pyne, *The Story of Religion*	qj290 P99
Fitch, *Allah, the God of Islam*	j297 F55
Brindze, *The Story of Our Calendar*	j529.3 B75
Smither, *A Picture Book of Palestine*	j913.33
DeJong, *Bible Days*	j913.33 D38
Terrien, *Lands of the Bible*	qj913.33 T31
Lovejoy, *Other Bible Lands*	j915.6 L94
Ellis, *The Arabs*	j953 E53

4. NORTH AFRICA AND THE MIDDLE EAST TODAY

Text: pages 45-78 Suggested time: 1 week

I. **Some objectives to be emphasized**

A. To show the influence and controls which Europe has exercised on North Africa

B. To see how the discovery and production of oil have brought important changes to the Middle East

C. To understand that water is the most valuable resource of North Africa and the Middle East and that rivers are being dammed as a source for hydroelectric power to help the economy of the region

D. To see how the desire for independence has changed the Middle East in recent years

E. To see why Libya remains a poor country and needs outside help to keep its independence

F. To show how the United Arab Republic controls the vital trade routes through the Suez Canal and the oil pipelines of Syria

G. To see how and why little Lebanon has become a modern prosperous nation

H. To show the tremendous effort on the part of the Israeli people in establishing the independent country of Israel

I. To examine briefly Jordan, Turkey, Iraq, Iran, and the countries of the Arabian peninsula

J. To see how modern technology applied to these hot, dry lands can transform them into profitable agricultural and industrial areas

K. To consider the role of the United Nations in the contemporary affairs of the Middle East

II. Skills to be developed

A. Tracing the tributaries of the Nile River to show their source and the direction in which they flow

B. Locating the cataracts and dams of the Nile River

C. Reading and interpreting a bar graph

D. Interpreting pictorial symbols used on maps

E. Locating the Suez Canal and seeing how it provides a short cut between the coasts of Europe and Asia

F. Comparing the Suez and Panama Canals

G. Collecting and organizing information about a topic in social studies

III. Vocabulary

A. Refer to page 490 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Davis, *Getting to Know Turkey*	j914.96 D31
Ekrem, *Turkey Old and New*	j914.96 E42
Ousley, *Hot, Dry Lands*	j915.3 O32
Caldwell, *Let's Visit the Middle East*	j915.6 C13a
Copeland, *Land Between: The Middle East*	j915.6 C79
Joy, *Young People of the Eastern Mediterranean*	j915.6 J47
Lovejoy, *Other Bible Lands*	j915.6 L94
Nevil, *The Picture Story of the Middle East*	qj915.6 N25
Breetveld, *Getting to Know Lebanon*	j915.69 B72
Edelman, *Israel*	j915.69 E26
Joy, *Getting to Know Israel*	j915.69 J47
Kubie, *The First Book of Israel*	j915.69 K43
Tor, *Discovering Israel*	j915.69 T63
Zeligs, *The Story of Modern Israel*	j915.69 Z44
Allen, *Africa*	qj916 A43
Gatti, *The New Africa*	j916 G23n
Gunther, *Meet North Africa*	j916.1 G97
Sondergaard, *My First Geography of the Suez Canal*	j916.2 S69
Hughes, *The First Book of Africa*	j960 H89

5. ANCIENT GREECE

	Suggested time
A Look at Europe (Interunit), pages 79-85	1 week
Unit 5, pages 86-101	1½ weeks

See resource unit in Part II of this course of study

I. Some objectives to be emphasized

A. To show the varied contrasts among the many nations on the small continent of Europe

B. To see why Europe, despite its small area, supports a very large population

C. To recall the meaning of "Mediterranean climate" and to see how it has always conditioned the lives and activities of the Greeks

D. To recognize the many changes that have come to Europe as a result of World War II

E. To understand why the Greeks have always been a seafaring people

F. To become aware of the Athenian experiment with democracy, and to compare and contrast it with our own democratic society

G. To see how democracy in ancient Athens contributed to science, education, history, philosophy, the fine arts, literature, and sports

H. To consider the role of Alexander the Great in spreading Greek culture throughout the Mediterranean world

I. To examine ancient Athens and Sparta as examples of the Greek city-state

J. To discover the causes of the eventual decline of Greece in ancient times

II. Skills to be developed

A. Using color to interpret a landscape map

B. Observing through map study how mountain systems act as barriers to travel and serve as aids in defense

C. Interpreting symbols on a historical map

D. Analyzing the historian's role in interpreting the past

E. Observing Greek roots in modern English words

III. Vocabulary

A. Refer to pages 495 and 497 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

III. Bibliography

Todd, *World Ways*	J901 T55w
Cordier, *History for the Beginner*	909 C81
Eibling, *Our Beginnings in the Old World*	J909 E39
McGuire, *Backgrounds of Ancient Freedom*	J909 M16b
Southworth, *Long Ago in the Old World*	J909 S72
National Geographic, "Everyday Life in Ancient Times"	913.3 N15a
Fawcett, *How Did They Live: Greece*	J913.38 F28
Horizon Books, *Alexander the Great*	J92 A374h
Scbol, *The First Book of the Barbarian Invaders*	J937 S67
Robinson, *The First Book of Ancient Greece*	J938 R54
Elgin, *The First Book of Mythology*	

6. THE ROMAN EMPIRE

Text: pages 102-113 Suggested time: 1½ weeks

I. Some objectives to be emphasized

A. To see how and why the Roman empire spread along the Mediterranean and throughout northwest (rather than eastern) Europe

B. To show that the extensive empire of ancient Rome is now divided into twenty-seven countries

C. To discover how ancient Latin gave rise to the modern Romance languages, and to see how it has influenced the English language

D. To appreciate how ancient Roman law became the basis for the legal systems of modern Europe and Latin America

E. To look at the ancient Romans as master builders of roads, bridges, aqueducts, tunnels, causeways, and buildings

F. To appreciate the culture of a Roman city through a study of Pompeii

G. To understand how Roman rule brought peace to the Mediterranean and made trade possible within and beyond the empire

H. To discuss the unpleasant aspects of Roman rule

II. Skills to be developed

A. Measuring the expanse of the Roman empire through map study

B. Interpreting the meaning of B.C. and A.D. through the making of a time line

C. Reading pictures for facts and for making inferences

III. Vocabulary

A. Refer to page 502 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Cordier, *History for the Beginner*	j909 C81
Eibling, *Our Beginnings in the Old World*	j909 E39
Southworth, *Long Ago in the Old World*	j909 S72
Foster, *Augustus Caesar's World*	930 F81
Cooke, *Stories of Rome in Days of Old*	j937 C77
Tappan, *Story of the Roman People*	j937 T19

7. MODERN SOUTHERN EUROPE

Text: pages 114-139 Suggested time: 3 weeks

I. Some objectives to be emphasized

A. To show how the surface and climate of mountainous Greece afford its people an agricultural and pastoral life

B. To see how neglect of the land in former times is hurting the economy of Greece today

C. To understand why Greek farmers retain old methods of farming

D. To see how Greece's mild, sunny climate, scenic beauty, and historical ruins have given rise to tourism

E. To see how land surface, climate, and dialect divide Italy into three distinct regions

F. To consider how land features and natural resources lend themselves to agriculture and manufacturing in northern Italy and to agriculture in southern Italy

G. To see how Italy's membership in the European Economic Community is improving the economy of all regions of the country

H. To appreciate how increasing ownership by individuals is bringing about better use of land in Italy

I. To understand that Italy's postwar recovery is the result of hard work, introduction of modern methods, and American aid

J. To identify Vatican City as the seat of the Roman Catholic Church

K. To understand why "all roads lead to Rome" and why this city remains the center of Italian life

L. To appreciate the influence of Moslem culture on Spain and Portugal

M. To see why Madrid is Spain's center of banking and transportation and why Lisbon is a great air and water crossroads in other countries

N. To consider the strategic importance of Gibraltar

II. Skills to be developed

A. Interpreting bar, circle, and pictorial graphs

B. Naming and locating the important mountain ranges of southern Europe

C. Using a map to find the three "gateways to the Mediterranean"

D. Identifying the map symbol for an international boundary

E. Using an almanac

F. Reading a table for statistical information

III. Vocabulary

A. Refer to page 507 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Edwards, *Italian Roundabout*	j914.5 E31
Epstein, *The First Book of Italy*	j914.5 E69
Kish, *Life in Europe: Italy*	qj914.5 K29
Buckley, *The Spanish Plateau*	j914.6 B85
Day, *Getting to Know Spain*	j914.6 D33
Loder, *The Land and People of Spain*	j914.6 L76
Maiques, *Life in Europe: Spain*	qj914.6 M26
Colman, *Portugal, Wharf of Europe*	j914.69 C71
Gianakoulis, *The Land and People of Greece*	j914.95 G35
Tor, *Getting to Know Greece*	j914.95 T63
Trease, *The Young Traveler in Greece*	j914.95 T71

8. A NEW WAY OF LIFE IN NORTHERN EUROPE

Text: pages 140-156 Suggested time: 2 weeks

I. Some objectives to be emphasized

A. To understand how and why the countries of northwestern Europe became the richest and most powerful on the continent

B. To consider the effect of the North Atlantic Drift upon the climate of northern Europe

C. To define "Middle Ages" and "medieval times"

D. To see why and how feudalism developed in northern Europe and to study its effect upon the people

E. To understand the major role of the church during the Middle Ages

F. To compare and contrast the guilds of the Middle Ages with the labor unions of today

G. To understand the program that a boy followed in medieval times as he prepared to become a master craftsman

II. Skills to be developed

A. Using a map to trace the Gulf Stream and North Atlantic Drift

B. Making inferences from facts gained from map study

III. Vocabulary

A. Refer to page 512 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Buehr, *Knights, Castles, and Feudal Life*	j940.1 B86
Coggins, *The Illustrated Book of Knights*	qj940.1 C66
Foster, *The Medieval Castle*	j940.1 F81
Sobol, *The First Book of Medieval Man*	j940.1 S67

9. CENTURIES OF CHANGE IN NORTHERN EUROPE

Text: pages 157-177 Suggested time: 2 weeks

I. Some objectives to be emphasized

A. To observe the changes in government, farming, manufacturing, and transportation that took place following the Middle Ages

B. To explore the causes of the Protestant Reformation and to study its effect upon the lives of the people of northern Europe

C. To learn about the scientific observations and contributions to modern knowledge made by such men as Copernicus, Galileo, Fahrenheit, Harvey, Halley, and Newton

D. To understand how the Age of Discovery brought about increased trade and spread European culture and influence throughout the world

E. To see how the invention of the printing press broadened the horizons of the average European

II. Skills to be developed

A. Interpreting a map showing distribution of religion

B. Outlining to organize information

III. Vocabulary

A. Refer to page 517 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Sears, *This Useful World*	300 S43
Beeby, *America's Debt to the Old World*	j909 B37
Campbell, *The Old World, Past and Present*	qj909 C15
Cordier, *History for the Beginner*	909 C81
McGuire, *Glimpses into the Long Ago*	j909 M16
Southworth, *Long Ago in the Old World*	j909 S72

10. NORTHERN EUROPE TODAY

Text: pages 178-219 Suggested time: 4 weeks

I. Some objectives to be emphasized

A. To see why northern Europe remains one of the leading manufacturing regions of the world

B. To understand the dependence of the British Isles upon world trade

C. To study the effect of ocean currents upon the climate of Great Britain

D. To consider the impact of Great Britain upon the culture of the western world

E. To become acquainted with the basic principles of the British government and to compare and contrast it with our own

F. To show how and why Ireland became a divided island

G. To see how a lack of natural resources has caused a steady decrease in the population of Ireland

H. To understand the effects of the Roman conquest upon the culture of France

I. To consider the government, agriculture, and principal industries of France

J. To show the Netherlands' dependence upon trade for survival

K. To discover how the complete cooperation of the Benelux nations enables them to compete with their larger neighbors

L. To show why the Scandinavian countries and Finland have come to specialize in the products which they export

M. To see how the Germans, through hard work, skill, and help from the United States, have successfully rebuilt their country

N. To show how raw materials have made Germany a great industrial nation

O. To compare and contrast East and West Germany

P. To evaluate the importance of their membership in the European Economic Community to France, West Germany, and the Benelux countries

Q. To see why Austria, though small, is noted for both industry and culture

R. To examine the principal industries, scenic features, and customs of the Swiss people

S. To determine why Switzerland has been able to resist invasion while the Low Countries have often had to become unwilling battlefields

T. To understand why many Europeans speak more than one language

II. Skills to be developed

A. Reading a land-use map

B. Interpreting a precipitation map

C. Using a physical map to locate the Low Countries, the peninsula countries, and the mountain countries of Europe

D. Reading a land-area chart

E. Converting metric tons and cubic meters to American measurements

F. Interpreting magazine and newspaper articles

III. Vocabulary

A. Refer to page 522 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Buchanan, *The Land and People of Scotland*	j914.1 B84
Lauber, *Valiant Scots*	j914.1 L36
Gidal, *My Village in Ireland*	j914.15 G37
Herring, *The Young Traveler in Ireland*	j914.15 H47a
Malmstrom, *Life in Europe: The British Isles*	qj914.2 M29
Russell, *Great Britain and Canada*	j914.2 R91
Street, *The Land of the English People*	j914.2 S91
Streatfeild, *The First Book of England*	j914.2 S914f
Hayes, *London From Earliest Times to Present Day*	j914.21 H37
Street, *Key to London*	j914.21 S91
Bragdon, *The Land and People of France*	j914.4 B68a2
Clement, *In France*	j914.4 C56
Creed, *Life in Europe: France*	qj914.4 C87
Gordon, *Ti-Li-Re-Li Come to France*	j914.4 G65
Gottlieb, *The First Book of France*	j914.4 G72
Happel, *The French People*	j914.4 H24
Huebener, *La Douce France*	j914.4 H88
Reid, *The Young Traveler in France*	j914.4 R29
Berry, *The Land and People of Finland*	j914.71 B46
Edwards, *Scandanavian Roundabout*	j914.8 E31
Gidal, *My Village in Norway*	j914.81 G37
Malmstrom, *Life in Europe: Norway*	qj914.81 M29
O'Neill, *The Picture Story of Norway*	qj914.81 O25
Brick, *My Swedish Cousins*	j914.85 B74
Malmstrom, *Life in Europe: Sweden*	qj914.85 M29
Proctor, *The Young Traveler in Sweden*	j914.85 P96
O'Neill, *The Picture Story of Sweden*	qj914.85 O25
Spink, *The Land and People of Denmark*	j914.89 S75
O'Neill, *The Picture Story of Denmark*	qj914.89 O25
Embden, *Life in Europe: The Netherlands*	qj914.92 E58
Lauber, *Battle Against the Sea*	j914.92 L36
Wolfe, *Netherlands and Belgium*	j914.92 W83
Loder, *The Land and People of Belgium*	j914.93 L76
Peck, *Belgium*	j914.93 P35

11. TIMES PAST IN RUSSIA

Text: pages 220-239 Suggested time: 1 week

I. Some objectives to be emphasized

A. To show why the early people of Russia followed a nomadic way of life

B. To observe the similarities between the settling of Russia and our own thirteen colonies

C. To see how trade with Constantinople (Istanbul) brought about changes in Russia's religion and education

D. To show the effect of the Mongolian invaders upon the lives of the Russian people

E. To learn about the great changes and reforms instituted by Peter the Great

F. To understand how the defeat of the Mongols gave Russia her first stronghold in Asia

G. To show how the railroads helped Russia to expand eastward

H. To recall how and why the United States acquired Alaska from Russia

II. Skills to be developed

A. Interpreting the legend of a map showing the expansion of Russia

B. Reading historical drawings

III. Vocabulary

A. Refer to page 527 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Lamb, *Genghis Khan and the Mongol Horde*	J92 J255La
Aleksander, *This Is Russia*	J947 A36

12. THE U.S.S.R. AND EASTERN EUROPE IN RECENT TIMES

Text: pages 240-261 Suggested time: 1 week

I. Some objectives to be emphasized

A. To see how the Communist Party came to power in Russia

B. To contrast the Soviet concept of democracy with our own

C. To show how Soviet agriculture, industry, education, communication, transportation, and other aspects of Soviet life are completely controlled by the government

D. To see the vast area of Russia as a land of contrasts in precipitation, temperature, land surface, growing seasons, and vegetation

E. To show how Russia's great storehouse of natural resources, together with the cooperation of other nations, has enabled her to become a great industrial nation

F. To become acquainted with such important Russian cities as Moscow, Leningrad, and Kiev

G. To study some high lights of the satellite countries of eastern Europe and to consider their cultural contributions to the world

II. Skills to be developed

A. Measuring the extent of the Soviet Union through map and globe study

B. Using maps and globes to discover that Europe and Asia are really one continent

C. Using reference materials to obtain up-to-date information

III. Vocabulary

A. Refer to page 532 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Kelly, *The Land of the Polish People*	j914.38 K17
Wallace, *Getting to Know Poland*	j914.38 W17
Erskine, *Russia's Story*	j914.7 E78
Jackson, *Soviet Union*	qj914.7 J12
Nazaroff, *The Land of the Russian People*	j914.7 N16a
Parker, *The Russian Alphabet Book*	j914.7 P23
Shapovalov, *Soviet Union*	qj914.7 S52
Wallace, *Getting to Know the U.S.S.R.*	j914.7 W17
Kish, *Yugoslavia*	j915.97 K29
Snyder, *The First Book of the Soviet Union*	j947 S67

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13. THE PAST IN SOUTH-CENTRAL ASIA

	Suggested time
A Look at Asia (Interunit), pages 262-265	½ week
Unit 13, pages 266-283	2 weeks

I. Some objectives to be emphasized

A. To understand that Asia is a continent of contrasts

B. To show that trade and industry are responsible for the growth of cities

C. To appreciate the contributions of the people of India throughout their long history

D. To see why the Khyber Pass is the most important gateway to the subcontinent of India

E. To locate the important rivers of India

F. To learn about the caste system and to see how it has hindered the progress of India in the past

G. To consider the reasons for European contact with India and to see how it led to European control

II. Skills to be developed

A. Using an index, glossary, and dictionary to locate, pronounce, and define some new words concerning Asia

B. Consulting a map to see why India is called a subcontinent

C. Collecting and displaying pictures

III. Vocabulary

A. Refer to pages 537 and 539 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Fawcett, *How Did They Live: India*	j915.4 F29
Kennedy, *Here Is India*	j915.4 K18
Spencer, *Made in India*	915.4 S74

14. SOUTH-CENTRAL ASIA TODAY

Text: pages 284-303 Suggested time: 2 weeks

I. Some objectives to be emphasized

A. To discuss the reasons for and the events leading up to the recent independence of India, Pakistan, and Ceylon

B. To consider the unique geographic and political problems of Pakistan

C. To understand that there were both favorable and unfavorable developments associated with English rule of the subcontinent

D. To consider the religious influence in dividing the subcontinent and to realize the geographic difficulty that would have to be faced in creating a separate country for the Moslems

E. To show the importance of the monsoons to the people of the subcontinent

F. To understand some of the problems of South-Central Asia today and to appreciate the great strides already made

II. Skills to be developed

A. Using the scale of miles on a map to show the vast distances within the subcontinent

B. Studying a rainfall map to show contrasts in precipitation

C. Using latitude lines to determine probable climatic conditions

D. Studying land-use and population maps together to see the relationship between physical features and population density

III. Vocabulary

A. Refer to page 544 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Wibberly, *The Epics of Everest*	j915.15 W66
Bothwell, *Cobras, Cows, and Courage*	j915.4 B64c
Boulter, *India*	915.4 B65
Caldwell, *Let's Visit Pakistan*	j915.4 C13
Caldwell, *Let's Visit Ceylon*	j915.4 C13c
Caldwell, *Let's Visit India*	j915.4 C13i
Feldman, *The Land and People of Pakistan*	j915.4 F33
Hahn, *The First Book of India*	j915.4 H14
Laschever, *Getting to Know India*	j915.4 L33
Laschever, *Getting to Know Pakistan*	j915.4 L33p
Modak, *The Land and People of India*	915.4 M762
Trease, *The Young Traveler in India and Pakistan*	j915.4 T71
Shorter, *India's Children*	j915.4 S55
Weston, *Ceylon*	j915.4 W57
Douglas, *Exploring the Himalaya*	j915.42 D75
Pakistan Publications, *Five Years of Pakistan*	954 F58

15. THE PAST IN EAST ASIA

Text: pages 304-331 Suggested time: 2½ weeks

I. Some objectives to be emphasized

A. To relate the age-old activities of the Chinese people to their natural environment

B. To develop an appreciation for the inventions and other cultural achievements of the Chinese people

C. To consider the impact of the teaching of Confucious on the Chinese way of life

D. To trace briefly the history of Chinese and Japanese relations with the western world

E. To reinforce the concept of longitude

F. To find out about the famous wall of China

G. To contrast the Chinese and Japanese systems of writing with our own

II. Skills to be developed

A. Locating places on the map in terms of latitude and longitude

B. Examining photographs to determine topography and types of land in China

C. Conducting simple research into the history and customs of East Asia

III. Vocabulary

A. Refer to page 549 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Fawcett, *How Did They Live: China*	j915 F29
Komroff, *Marco Polo*	j92 P769k
Price, *The Story of Marco Polo*	j92 P769p
Seeger, *The Pageant of Chinese History*	j951 SH5a2
VanBergen *Story of China*	j951 V17

16. CHANGES IN EAST ASIA

Text: pages 332-355 Suggested time: 2 weeks

I. Some objectives to be emphasized

A. To discuss the influence which the New World had upon the great changes that have taken place in Japan during the last century

B. To consider the impact of communism on China and other Far Eastern countries

C. **To understand the vital part played by the rivers in the life of the Chinese people**

D. **To understand the principle of and reasons for terraced farming in China**

E. **To contrast the life under the National Chinese government in Taiwan (Formosa) with life in communist China**

F. **To become aware of some of the problems caused by China's huge population**

G. **To learn about the recent history of Korea**

II. **Skills to be developed**

A. **Perceiving the importance of waterways in the location of cities through map study**

B. **Finding answers to questions through map study**

C. **Planning an outline to include some important facts about modern China, Japan, Korea, and Taiwan**

III. **Vocabulary**

A. **Refer to page 544 in the teacher's edition of the textbook for basic vocabulary.**

B. **Include any additional terms that need to be developed.**

IV. **Bibliography**

Caldwell, *Let's Visit China*	**j915.1 C13**
Hahn, *The Picture Story of China*	**qj915.1 H14**
Joy, *Getting to Know the Two Chinas*	**j915.1 J47**
Lin, *The Chinese Way of Life*	**j915.1 L71**
Meadowcroft, *China's Story*	**915.1 M554**
Pine, *The Chinese Knew*	**j915.1 P62**
Spencer, *Made in China*	**j915.1 S74**
Spencer, *Let's Read About China*	**j915.1 S74Le**
Spencer, *The Land and the Chinese People*	**j915.1 S74L2**
Darbois, *Kai Ming*	**j915.12 D24**
Caldwell, *Let's Visit Korea*	**j915.19 C13**
Caldwell, *Let's Visit Japan*	**j915.2 C13**
Caldwell, *Our Neighbors in Japan*	**j915.2 C13o**
Gallant, *Mountains in the Sea*	**j915.2 G14**
Pitts, *Japan*	**j915.2 P67**
Spencer, *Understanding the Japanese*	**j915.2 S74**
Vaughn, *The Land and the People of Japan*	**j915.2 V23**
Caldwell, *Let's Visit Southeast Asia*	**j915.9 C13**

17. PAST AND PRESENT IN SOUTHEAST ASIA

Text: pages 356-381 **Suggested time: 2 weeks**

I. Some objectives to be emphasized

- **A. To learn why Southeast Asia has become a great world crossroad**
- **B. To consider some high lights of the history of the leading cultures of Southeast Asia**
- **C. To see how its location has affected the trade and culture of Southeast Asia through the centuries**
- **D. To see the similarities and differences between the countries of Southeast Asia**
- **E. To understand why and how former European colonies in Southeast Asia have become independent nations**
- **F. To learn about the leading agricultural and industrial activities of Southeast Asian countries**
- **G. To discuss the problems currently facing the countries of Southeast Asia and to see these problems in relation to the rest of the world**

II. Skills to be developed

- **A. Obtaining information concerning climate, topography, population, and land use from various kinds of maps**
- **B. Interpreting ocean depth through study of a physical wall map of the world**
- **C. Reading and interpreting a rice-production map**
- **D. Using graphs and other reference materials in the text to determine rice consumption**

III. Vocabulary

- **A. Refer to page 559 in the teacher's edition of the textbook for basic vocabulary.**
- **B. Include any additional terms that need to be developed.**

IV. Bibliography

Breetveld, *Getting to Know Malaya*	j915.9 B72
Busch, *Thailand*	915.9 B95
Caldwell, *Let's Visit Southeast Asia*	j915.9 C13
Moore, *Malay and Singapore*	j915.9 M87

Withington, *Southeast Asia*	qJ915.9 W82
Caldwell, *Let's Visit Indonesia*	J919.1 C13
Caldwell, *Let's Visit the Philippines*	J919.14 C13
Tor, *Getting to Know the Philippines*	J919.14 T63
Vaughn, *The Land and People of the Philippines*	J919.14 V23
O'Neill, *The Picture Story of the Philippines*	qJ919.14 025
Suggs, *Lords of the Blue Pacific*	J996 S94

18. THE PAST SOUTH OF THE SAHARA

	Suggested time
A Look at Africa (Interunit), pages 382-389	½ week
Unit 18, pages 390-409	1½ weeks

I. Some objectives to be emphasized

A. To see that Africa, like other continents, has many contrasts

B. To learn about the different geographical regions of Africa and to observe the effect each has had upon the lives of its people

C. To realize how the continent's physical barriers in the past hindered its peoples from having contact with one another

D. To show how and why Africa became a continent of colonies

E. To consider both the benefits and the injustices of European control

II. Skills to be developed

A. Using physical maps to locate the rain forests in equatorial lands

B. Examining ways and routes of circumnavigation through map and globe study

C. Interpreting current events critically by using reference material

III. Vocabulary

A. Refer to pages 564 and 566 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Allen, *Africa*	qJ916 A43
Sutton, *The Illustrated Book About Africa*	qJ916 S96
Hobley, *Opening Africa*	J960 H65

Hughes, *The First Book of Africa*	J960 H89
Reymayne, *Gold Coast to Ghana*	966.7 R27
Savage, *The Story of Africa South of the Sahara*	J967 S26

19. CHANGES SOUTH OF THE SAHARA

Text: pages 410-430 **Suggested time: 1½ weeks**

I. Some objectives to be emphasized

A. To see how Europeans and Africans were introduced to and became dependent upon one another's crops

B. To become familiar with the great storehouse of natural resources that Africa possesses, and to understand how this natural wealth has helped in the industrialization of the continent

C. To show how native African arts and crafts have been waning as a result of increasing industrialization

D. To become aware of the increasing attention being given to the conservation of African wildlife

E. To appreciate the struggle of the African peoples to win their independence

F. To study some of the social and economic changes in Africa brought about by political developments

G. To point out why Africa is a rapidly changing continent with many problems

II. Skills to be developed

A. Comparing and interpreting population maps and charts of Europe and Africa

B. Locating the areas of the principal money crops of Africa through the study of a land-use map

C. Updating textbook information through critical use of current events

D. Locating cities in terms of latitude and longitude

E. Explaining why latitude lines are parallel and why longitude lines converge as they approach the poles

III. Vocabulary

A. Refer to page 571 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Adamson, *Born Free*	599.7 A22
Gatti, *The New Africa*	j916 G23n
Craz, *Getting to Know Liberia*	j916.6 C87
Kenworthy, *Profile of Nigeria*	j916.6 K19
Lobsenz, *First Book of Ghana*	j916.6 L75
Olden, *Getting to Know Nigeria*	j916.6 O23
Caldwell, *Let's Visit Middle Africa*	j916.7 C13
Joy, *Light in the Dark Forest*	j916.747
Kittler, *Equatorial Africa*	j916.7 K31
McDonnell, *The First Book of the Congo*	j916.7 M14
Nevins, *Away to East Africa*	j916.7 N25
Gunther, *Meet South Africa*	j916.8 G97
Paton, *The Land and People of South Africa*	j916.8 P29
Ghana Information Department, *Ghana Is Born*	j966.7

20. PAST AND PRESENT IN AUSTRALIA AND NEW ZEALAND

	Suggested time
A Look at Australia and New Zealand (Interunit), pages 431-435	½ week
Unit 20, pages 436-453	2 weeks

I. Some objectives to be emphasized

A. To understand the likenesses and differences between the United States and Australia

B. To point out the use of natural resources in the development of Australia and New Zealand

C. To consider some of the high lights of the exploration and settlement of Australia and New Zealand

D. To understand why Australia and New Zealand are sparsely populated

E. To become acquainted with some of the interesting and unusual plant and animal life of Australia and New Zealand

F. To point out the strategic location of New Zealand with respect to antarctic exploration

G. To consider Great Britain's changing relationship with Australia and New Zealand

II. Some skills to be developed

A. Determining Australia's seasons and climates from map study

B. Locating the three time zones of Australia and New Zealand on a map or globe

C. Understanding through map study why Australia is called the Island Continent

D. Examining maps to determine difficulties of settlement and future development of Australia

E. Reviewing map and globe skills studied in this grade

F. Making a line graph

III. Vocabulary

A. Refer to pages 576 and 578 in the teacher's edition of the textbook for basic vocabulary.

B. Include any additional terms that need to be developed.

IV. Bibliography

Lambert, *The World's Most Daring Explorers*	**j910.9 L18**
Blunden, *The Land and People of Australia*	**j919.4 B56**
Foote, *Walkabout Down Under*	**j919.4 F74**
Harris, *Let's Read About Australia*	**qj919.4 H29L**
Harris, *Sunny Australia*	**j919.4 H29**
Irwin, *Australia and New Zealand*	**j919.4 I28**
Kaula, *The First Book of Australia*	**j919.4 K14**
Monypenny, *The Young Traveler in Australia*	**j919.4 M87**
Sperry, *Captain Cook Explores the South Seas*	**j92 C774sp**
Syme, *Captain Cook, Pacific Explorer*	**j92 C774sy**
Day, *The Story of Australia*	**j994 D33**

PART II

REPRESENTATIVE RESOURCE UNITS

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RESOURCE UNITS FOR GRADE 4

Our Earth Is a Sphere

NOTE: The scientific concepts necessary for an understanding of this topic are also developed in an identically entitled unit for fourth-grade science. This unit should be taught at the end of the first semester in order to reinforce and consolidate the understandings developed in previous units.

Understandings	*Suggested Activities*	*Skills to be Developed*
*Our earth is a sphere.	Show and discuss pictures of a recent flight into space for evidences of the curvature of the earth.	Using observable facts show relationships and draw inferences
	Examine and discuss a still picture of a scene from a film showing a ship disappearing below the horizon.	
	Study pictures of an eclipse of the moon, pointing out that the round earth is hiding the moon.	
*The earth is a planet which revolves around the sun.	Take the class outdoors or into the gymnasium or hall. Choose various children to be the sun and the nine planets. Have each child say his "planet name," and have him tell something about his planet. Have the children take their correct places around the "sun." Then see that each "planet" moves around the "sun" in its proper orbit. Next, have all the "planets" move together.	
*The earth's revolution around the sun determines the length of our year.	Move a globe around a light in a wide, eliptical path. Point out that the earth travels around the sun in an orbit, and that it takes about $365\frac{1}{4}$ days for the earth to make this trip. This is a year.	

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*Items so marked are introduced and partly developed in the primary grades.

Understandings	*Suggested Activities*	*Skills to be Developed*
The equator is an imaginary line that lies midway between the poles.	Using a slated globe, draw a line around its center to represent the equator. Let children measure the distance between the equator and both of the poles with a piece of string to discover that the equator is equi-distant between the poles.	Comparing measurements
	Lead children to see that equator and equal have the same root.	Inferring the meaning of a new word from its known root
The earth is about 8,000 miles through the center, and about 25,000 miles around the equator.	Cut an orange or grapefruit in two. Show that the diameter is the distance through the center. Point out that the circumference is the distance around the equator.	
Half of the earth is called a hemisphere.	Using a styrofoam ball, demonstrate the two ways a sphere may be cut to give the four hemispheres: northern, southern, eastern, western. Illustrate the same principle by drawing lines on a slated globe.	Using the globe
*The earth spins on it axis.	Taking the children in small groups, spin a half dollar rapidly, so that they can observe the axis of a spinning coin. Compare this to the spinning of the earth on its axis.	
*Night and day are caused by the earth's rotation on its axis.	Use a flashlight or an electric light to represent the sun, and a globe to represent the earth. Darken the room. Place the light in a central position. Fasten a cardboard figure onto the globe, perpendicular to the surface to represent the location of Pittsburgh. Turn the globe counterclockwise on its axis. Notice when the figure is in darkness and when it is in the light.	
*Seasons are caused by the earth's being tilted on its axis and by the revolution of the earth around the sun.	Use a flashlight or electric light to represent the sun and a globe to represent the earth. Make four labels marked "December 22" "March 21," "June 22," and "September 23." Review the direction and eliptical orbit of the earth's revolution. Revolve the earth into each seasonal position, stressing the fact that the axis of the earth always points north. Fasten a marker to point	

Understandings	*Suggested Activities*	*Skills to be Developed*
	out the United States. In a darkened room, place the globe in each seasonal position. With a moistened piece of chalk, mark off the area of light. With colored chalk, locate the March 21 area of light. Using different colors of chalk, do the same for the other seasons. Be sure that the source of light is on a level with the globe.	
Long ago men believed the earth to be flat.	Examine reproductions of early maps.	
	Conduct simple research concerning Columbus, Copernicus, Prince Henry the Navigator, and early cartographers.	Using encyclopedias for biographical and historical material
The most accurate model of our earth is a globe.	Refer to the previously developed understanding that our earth is a sphere, and the activities used to present the understanding.	
	Show that a model train, airplane, or automobile is really a small-scale reproduction of the actual object. In this context, present the globe as a model of the earth.	Using models to understand scale
*A map is a drawing representing the surface or part of the surface of a globe or any part of the universe.	Progress from models to pictures and identify a world map as a reproduction of the globe. Have children find and use the list of maps in the textbook.	Reading information from a picture Using the "List of Maps and Globes" in a textbook for reference
*We must use symbols to interpret a map or globe.	Remind children of the use of color on a map, and of the symbols for rivers, location of cities, and boundaries. Lead children to see that commonly accepted map symbols stand for actual places and things.	Recognizing map symbols for rivers, roads, bridges, political boundaries, location of cities, and scale of miles Recognizing a country, state, and city on a map

Understandings	*Suggested Activities*	*Skills to be Developed*
Lines drawn on a map or globe help us find directions.	Have children observe the lines drawn parallel to the equator on a map or globe. Label these "east-west" lines. Do the same with the "north-south" lines. Using these lines as reference points, locate places north, south, east, and west of a given point. Identify the lines as sun lines, and relate these activities to the previously considered understanding that night and day are caused by the earth's rotation on its axis.	Understanding directional lines on a map or globe
	Have children look at road maps to note the importance of lines and reference points in determining direction.	Reading road maps
Almost three fourths of the earth's surface is covered by water.	Through use of the slated globe, lead children to make deductions about the proportion of water to land on the earth's surface.	Recognizing land and water through color on a globe
Almost all bodies of water are connected.	Have the children show with a pointer on a map or globe the flowing of rivers into the ocean, and the places where the waters of two oceans meet.	
Oceans are large bodies of salt water.	Use pictures, a globe, and maps to identify oceans, lakes, and rivers. Show how they are represented on maps and globes.	
Lakes are bodies of water that have land all around them.	On a relief map, point out the Great Lakes, Salt Lake, and the Mississippi River.	Tracing the course of a river on a map
A river is a stream of water which empties into an ocean, lake, or another river.	Recall the field trip to Mount Washington taken in the third grade in order to review and lengthen the list of uses man makes of rivers. Discuss the ways lakes, rivers, and oceans have served man through the ages, and consider new and probable uses of these bodies of water.	Organizing information obtained through direct experiences
	Take a field trip to the nearest river bank to see the effect of the water's action on the land.	Working together to assure a successful field trip

Understandings	*Suggested Activities*	*Skills to be Developed*
The very largest masses of land are called continents.	Point out and name the continents. Label them on a slate map and/or slate globe. Show that Europe and Asia are separated only by low mountains, and that Central America separates North America from South America.	Identifying and locating the continents: Eurasia (Europe and Asia), Europe, Asia, Africa, North America, South America, Australia, Antarctica
Islands are smaller than continents, and are completely surrounded by water.	Consider Australia as the "island continent." Speculate why Greenland is not called a continent. Show pictures of small islands.	Recognizing land forms on a map or globe
A peninsula is land almost entirely surrounded by water.	Point out several peninsulas on maps and the globe. Encourage children to find and describe others. Have children make imaginary continents, islands, and peninsulas using clay and other media.	Describing land forms through map and globe study

Activities for the More Able Student

Construct an orrery to show the principles of the revolution and rotation of the earth.

Investigate the various theories of the earth's formation and its geological history.

Prepare reports about famous scientists who changed man's conception of the earth's shape, size, and role in space.

Prepare a display of maps through the centuries.

Make a pictorial calendar to show the reversal of seasons in the Northern and Southern Hemispheres.

Prepare a simple, imaginary road map, using and labeling reference points, grid lines, and other appropriate symbols.

Make a chart, matching pictures of land features and their related map symbols.

*Suggested Vocabulary**

axis
boundary
channel
circumference
continent
diameter
earth
equator
hemisphere
horizon
parallel
peninsula
planet
revolution
rotation
scale of miles
sphere
symbol
valley

Evaluation

The following are suggestions for testing the concepts presented in this unit. Each category should include more items than are listed here.

I. MATCHING TEST

Directions: Match each word with its meaning by writing the number of the meaning beside the word to which it belongs. The first one has been done for you. There will be one meaning that you will not use.

4 continents
___ peninsula
___ lake
___ river
___ island
___ oceans

1. A large body of water surrounded by land
2. A body of land entirely surrounded by water
3. A large stream of flowing water
4. The very largest masses of land
5. Water falling over a cliff
6. Large bodies of salt water
7. Land almost entirely surrounded by water

II. ESSAY TEST

Directions: Answer each of these questions in a short paragraph:

1. Why can we see only a small part of the earth at one time?
2. Why do we have day and night?
3. Why is our year $365\frac{1}{4}$ days long?

III. DEMONSTRATION

This unit offers many opportunities for demonstrating global concepts. Children can show through demonstration their understanding of

1. Why we have seasons
2. Why the hours of daylight vary throughout the year
3. Why a ship seems to disappear over the horizon

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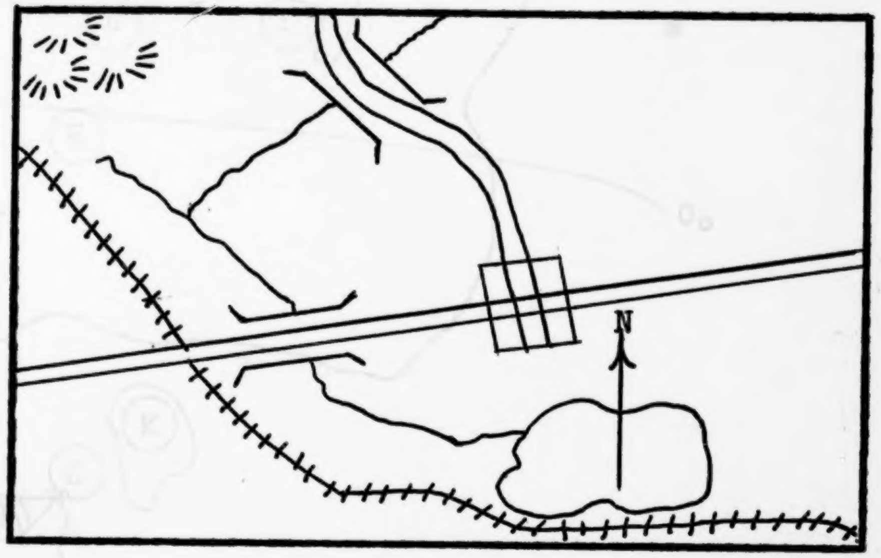
*This list of terms is not meant to be all-inclusive. Some children will need additional vocabulary, while others will be unable to absorb the terms listed here. The vocabulary for each unit should be presented in context, the teacher being guided by the composition of individual classes.

4. Why the sun seems to rise in the east

5. That the earth is divided into hemispheres --northern, southern, eastern, and western

IV. READING A MAP KEY



Directions: Study the key to this map. Write the answers to the questions.

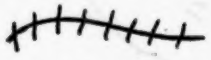
1. What body of water is in the southeastern part? ______________________

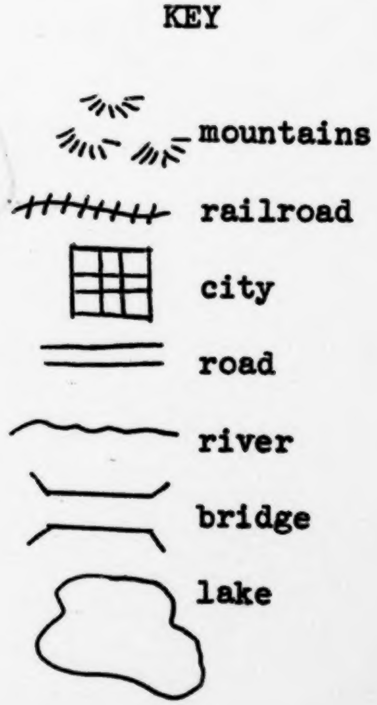
2. How many bridges are there? __________

3. What symbol is used for a city? ________

4. What is in the northwestern part of the map? ______________________

5. In what direction would you travel from the city to the lake? ______________

6. What does this symbol  stand for? ______________________


KEY
mountains
railroad
city
road
river
bridge
lake

V. MAP STUDY

Directions: On the map find an example of each of the following things. Then in the blank space write the letter that appears with each example. The first one is done for you:

__M__ peninsula

_____ delta

_____ city

_____ island

_____ river

_____ railroad

_____ mountains

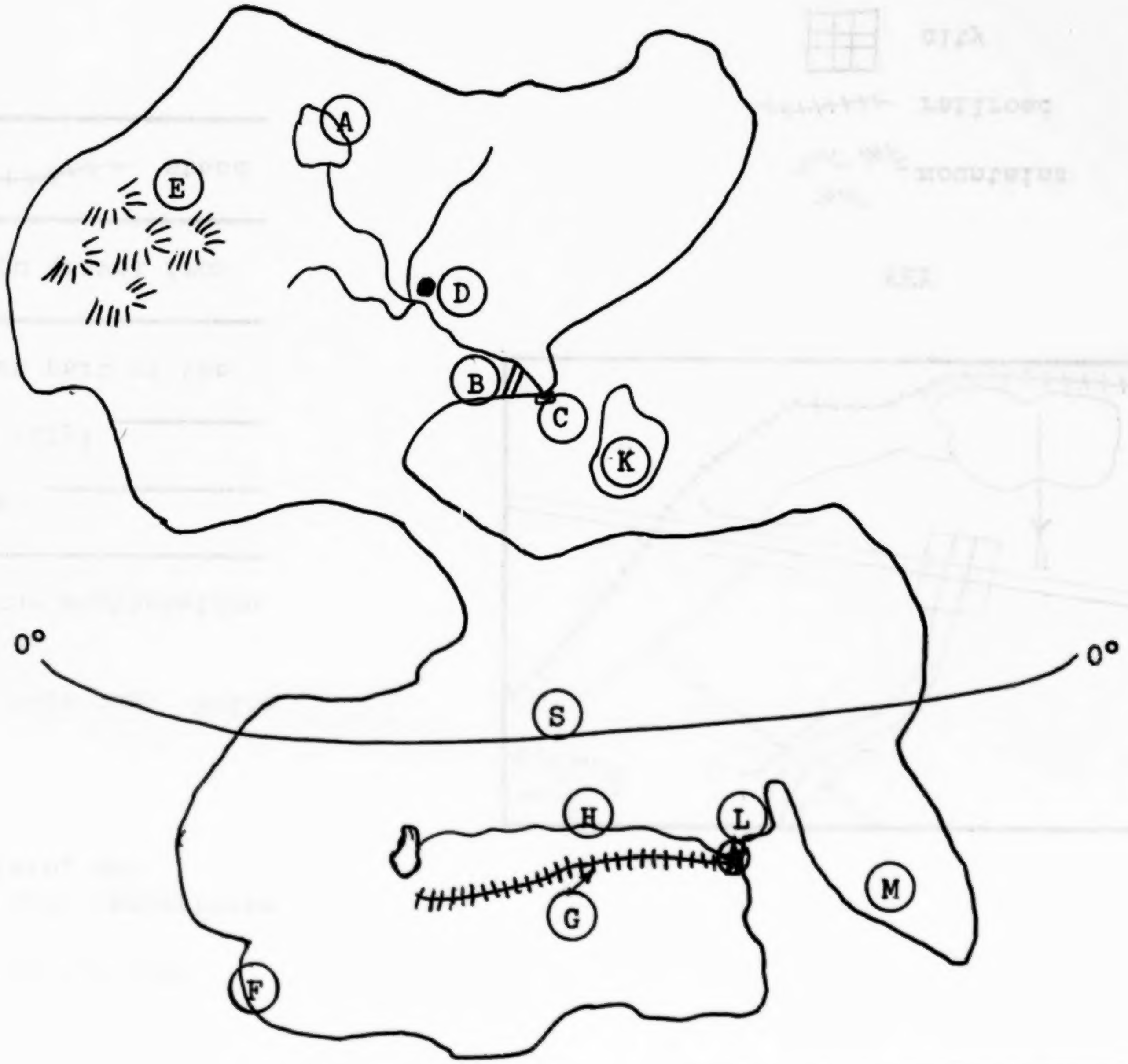
_____ equator

_____ capital

_____ source

_____ mouth

_____ coast



SWITZERLAND—A LANDLOCKED COUNTRY

Understandings	*Suggested Activities*	*Skills to be Developed*
Switzerland is a small country on the continent of Europe.	Locate Switzerland on the globe with relation to other European countries.	Interpreting the size of a country by comparison and contrast
	Superimpose a silhouette map of Switzerland upon an outline map of the United States having the same scale. Note the comparative size.	
A mountainous country like Switzerland illustrates how distance above sea level affects climate.	Using a physical map, find the Alps in south central Switzerland and the Jura Mountains in the northwest.	Interpreting map symbols for mountains
	Use pictures to contrast the temperatures in the various regions of Switzerland.	Reviewing directions on a map
	Use pictures, films, and filmstrips to show the Jungfrau, Matterhorn, and Stockhorn. Notice that snow covers the peaks of these mountains at all times but that there are seasonal changes in the valleys.	Using pictures to interpret climatic conditions and elevations as they relate to plant and animal life
Switzerland is called "the roof of Europe" because snow-fed streams flow down the mountains into nearby countries.	Trace the Rhine River from its source in northern Switzerland, north across Europe, into the North Sea.	Interpreting map symbols for rivers, boundaries, continents, lakes, and other large bodies of water
	Trace the Rhone River from the Rhone Glacier, through Lake Geneva, southwest to the Mediterranean Sea.	
	Trace the Danube River from its source in eastern Switzerland into Austria, on its twisting course to the Black Sea.	
	Trace the Po River southeast to its mouth on the Adriatic.	
	Using the opaque projector, work cooperatively to make a chalk map of Switzerland with the above-mentioned rivers flowing from it in various directions. Then locate the highest points in elevation.	Interpreting color symbols for elevations
	Using a physical map, contrast these rivers with the Amazon where all the water drains into one great river that flows into the Atlantic.	Using contrast as a means of interpretation

Understandings	*Suggested Activities*	*Skills to be Developed*
	Review the meaning of source, mouth, upstream, and downstream.	
Switzerland is as far north of the equator as some of our northern states.	On a globe or map of the world trace an east-west line from Switzerland through North America to show which parts of the United States are the same distance from the equator as Switzerland.	Interpreting east-west lines on maps and globes
In the lowest elevations in Switzerland the annual precipitation is less than it is in the highest mountains.	Look at pictures of forests in Switzerland. Note the steep roofs of the buildings. Relate these features to the high precipitation.	
	Contrast two types of roofs--the steep roof for heavy rainfalls and snows and the lower-pitched roof weighted down with stones in the high alp where the winds are very strong.	
	Use visual aids to point out how precipitation is related to elevation and location.	
The peaks of some of the Swiss mountains are covered with snow all the year around. This snow slides down the mountainsides in avalanches or is pressed into ice and moves slowly down as glaciers.	View a film depicting glaciers. Contrast the speed of a glacier's flow with that of a river.	Relating physical features shown in films and pictures to these features on a map
	Find the source of the Rhone River, noting that it is the melting point of the Rhone Glacier and is a mile above sea level.	
	Find newspaper accounts of avalanches.	Interpreting current events in the light of new learnings
In the mountains there are many waterfalls and fast-flowing mountain streams. The Swiss make this water power turn wheels to produce electricity.	Look at pictures and films of waterfalls and mountain streams. Discuss the use of hydroelectric power as a practical means of providing electricity for factories, homes, and transportation.	
	Discuss the relative cost of each type of power that might be used in Switzerland in order to arrive at conclusions as to which type would be cheapest.	Thinking critically about solutions to environmental problems

Understandings	*Suggested Activities*	*Skills to be Developed*
	Discuss the problems that might arise from using coal or oil as fuel in the trains that go through the tunnels. Then discuss reasons and advantages of using electricity for this purpose in Switzerland.	
Switzerland is not rich in minerals.	Use reference books to determine whether the following minerals are found in abundance in Switzerland: coal, iron ore, salt, silver, and lead. Note the scarcity of all except salt.	Using appropriate reference material
Switzerland has many lakes.	Look at pictures of some of the Swiss lakes, noting mountains nearby, boating and fishing activities, and settlements adjacent to them.	Studying pictures in order to discover evidences of man's adaptation to natural environment
	Locate some of the following lakes on a physical map: Geneva, Constance, Neuchatel, Zurich, Lucerne, and Maggiore.	
Through the centuries geographic features have helped the Swiss with their defense.	Have some children report on the Lake Dwellers. Contrast their protection from enemies with that of the Maoris in New Zealand and other ancient peoples studied.	
	Use pictures to show how the Alps and the Swiss lakes offer protection from invaders.	
Mountains were a great handicap to the Swiss until recent times.	If hills are visible near the school, notice the lower places which would be comparatively easy to cross.	Interpreting pictures with relation to familiar scenes
	Study pictures of mountain passes to note their relation to adjacent mountains.	
	Look at a historical drawing to find how people traveled through a mountain pass during the early days.	Relating a pictorial representation to a location on a map
	On a map locate some of the most famous mountain passes in Switzerland: St. Bernard, Simplon, Bernina, and St. Gotthard.	

Understandings	*Suggested Activities*	*Skills to be Developed*
A hard-working and ingenious people, the Swiss have been extremely successful in utilizing their natural resources and overcoming environmental limitations.	Study pictures of roads, such as the St. Gotthard Road. Notice the numerous twists and turns. Discuss the reason for these. If any pupils have made trips over high mountains, have them describe their experiences. Introduce the principle of the switchback, the cog railway, and the aerial car.	
There are many difficulties encountered in the construction of tunnels and railroads.	Locate tunnels on a map of Switzerland. Read about the construction of the St. Gotthard and the Simplon tunnels. Study pictures of trains entering these tunnels. Notice the flatcars that are used for hauling tourists' automobiles. Read a simple bar graph depicting the length of several of the longest tunnels in the world. Compare with tunnels in and around Pittsburgh.	Identifying the map symbols for tunnel and railroad
High above sea level it is too cool for trees to grow, but grass can grow in places where trees cannot.	Tell about trips taken to the mountains during the summer. Look at pictures and films that portray the various types of vegetation at several altitudes. Discuss the vegetation in nonmountainous lands with relation to distance from the equator (e.g., deciduous trees, evergreen trees, and grasses). Compare and contrast with Mt. Kilimanjaro.	
Dairying is one of the principal industries of Switzerland because of the country's climate, land form, and vegetation.	Look at pictures and read stories about the cow parade in May from the village up to the summer pasture. Notice the tree line, then the grass above it. Observe the alps, or summer pastures.	Framing definitions from picture study
	Notice that the huts high in the Alps are built of stone instead of wood. Relate this to the location above the tree line and to the availability of stones.	Perceiving relationships

Understandings	*Suggested Activities*	*Skills to be Developed*
	Ask the children to pretend to be herdsmen high on a summer alp with the problem of disposing of the huge quantities of milk obtained from the cows, without letting it spoil. Lead to the conclusion that cheese making is the answer to this problem.	Role playing Drawing conclusions
	View a film and look at illustrations of the making of cheese in the village factory as well as in the summer hut. Discuss the heating of milk, stirring with the "harp," adding rennet, pressing, curing, and storing of the cheese.	Organizing information
	Read about the return to the village in the fall when the cheese is sold.	
	Take a field trip to a dairy.	Planning a field trip
	Make a layout or diorama showing a farm on the mountainside with huts and cows high on the alp and with a background of mountain peaks.	Making a layout or diorama (See Part III)
Farming in Switzerland is difficult because the slopes are very steep and the growing season is short.	Study pictures of farmers cutting hay with scythes on the mountainsides, carrying bundles of the dried hay down to the valley home, or hauling it down on sleds in winter from a storage shed on the mountainside. Discuss the difficulties involved in providing large quantities of hay for winter food for livestock.	
During the long winters Swiss farm families turn to other occupations.	Contrast the summer and winter activities on Swiss farms. Study pictures of such indoor winter activities as feeding and milking the cows and goats, carving toys out of wood, making clocks and watches, and making lace and embroidery. Indicate that these winter activities are ways of earning money as well as avoiding boredom.	
	Discuss the problems that arise in farming in mountainous places.	
	Play a "game of farms." Have several children pretend to be farmers from Switzerland and from other lands. The	

Understandings	*Suggested Activities*	*Skills to be Developed*
	child who is "IT" asks questions. If any child fails to answer a question correctly, some other pupil may take his place. The following questions may be used: 1. How are the buildings on your farm different from the buildings on my farm? 2. What crop does your father raise that my father raises, too? 3. What kind of livestock does your father keep that my father keeps, too? 4. What kinds of crops and livestock do you have on your farm that I don't have on mine? 5. What does your family do during the long winters?	
Tourism is one of Switzerland's most profitable industries.	List the reasons why many tourists visit Switzerland.	
	Imagine being a tourist in Switzerland during the summertime. Discuss places to visit and things to enjoy doing. Imagine being a winter tourist and discuss types of winter enjoyment. List the kinds of occupations necessary for making a tourist's life a happy one.	Role playing
	Pretend to be a conductor on a Swiss train. The other pupils will pretend to be tourists who are "full of questions" about things that they see.	
	Play a "puzzle game" about places visited and things seen in Switzerland. One question might be "I visited a town with a name beginning with B. What is the name of the town?" Another question might be "At the source of a river I saw something called a g______. What was it?"	

Understandings	*Suggested Activities*	*Skills to be Developed*
Swiss cities have grown where people can take fullest advantage of natural resources.	On a relief map locate some of the following cities: Zurich, Bern, Lucerne, Basel, and Geneva.	Interpreting the symbol for city
	Study films or pictures of Swiss cities, noticing the surrounding mountains and lakes.	Locating cities on a map
	Read interesting articles about famous places in Swiss cities, for example, Bern's clock tower with its beautifully carved figures of a strutting rooster that crows loudly and its troop of bears that march slowly around in a parade when the clock strikes the hour.	Using reference materials
Switzerland's forests provide the raw material for her numerous woodcarvers.	Prepare an exhibit of things that were made in Switzerland. If they are too valuable to be brought to school, be prepared to tell about them. Look particularly for music boxes, articles carved from wood, watches, and toys.	Preparing and explaining an exhibit
The Swiss must import most of their raw materials.	Discuss materials that would have to be imported from other countries, including the United States, in order to manufacture many Swiss articles.	
	Have a Swiss chocolate "treat." Discuss possible places from which Switzerland might obtain cacao beans. Consider why cacao beans cannot be raised in Switzerland.	Thinking critically
The Swiss are important world traders although they live in a landlocked country.	Referring to a large world map, discuss sources of raw cotton, raw wool, and other materials that might be brought to Switzerland.	
	Display exhibits of some of these materials.	
Switzerland has no national language. The Swiss people speak the languages of neighboring countries.	Study a chart of a few common words in the various languages of Switzerland and their English equivalents.	
	On a large outline map of Switzerland, indicate where the principal languages are spoken.	Making a language map
	Use references to find signs in different languages.	

Suggested Vocabulary

The teacher may wish to supplement the vocabulary in the study guide with some of the following additional terms:

- aerial car
- alpenstock
- avalanche
- "bird"
- cog railway
- craftsmen
- crevasse
- edelweiss
- embroidery
- "harp"
- "horn" (as in Matterhorn)
- hydroelectric
- lace making
- League of Nations
- Matterhorn
- milk chocolate
- pass
- "playground of the world"
- rennet
- skiing
- slope
- Swiss
- switchback
- tile stove
- tunnel
- woodcarver

Suggested Activities for the More Able Student

Make an acrostic of Switzerland, listing interesting features of that country, beginning with the letters in its name. (See example on last page of Evaluation for this unit.)

Find out differences between seasons in Switzerland and those in the Amazon basin or in Egypt.

Pretend that you are a Swiss child. Tell the class about your home.

Tell about the work of the St. Bernard dogs.

Carve a St. Bernard dog or some other Swiss animal out of soap.

Report on the League of Nations.

Pretend to be a Swiss travel agent. Write an article explaining to an American why he should plan to visit Switzerland in the near future.

Compare and contrast the climates of Switzerland with our part of the United States.

Find information about wild animal and plant life in the mountains of Switzerland.

Make a booklet tracing methods of telling time.

Make a booklet of pictures of homes that you have studied so far.

Find other countries besides Switzerland that have glaciers.

Learn a Swiss folk dance. Teach it to the class.

Make a map showing products of Switzerland.

Learn to sing the "Swiss Fatherland Song" to the tune of "America"--found in *Our Little Friends of Switzerland: Hansli and Heidi*, by Frances Carpenter.

Play a recording of yodeling ("The Swiss Yodeling Song"). Try to learn to yodel.

Pretend to be a tourist writing home about a festival that you have attended, for example, The Carnival of Basel, Schwingfest, or Christmas.

Report on the origin of the Red Cross and the work of Jean Henri Dunant. Relate the design of the Swiss flag to that of the Red Cross.

Report on the work of the World Health Organization with its headquarters in Geneva.

Display copies of the paintings of Hans Holbein, the younger.

Display pictures of wood engravings, etchings, and paintings of Urs Graf.

Find out what Heinrich Pestalozzi did to help your education.

Build a model of a water wheel.

Read Johanna Spyri's *Heidi* or Johann Wyss' *Swiss Family Robinson.*

Describe a visit to a chocolate factory or a cheese factory in Switzerland.

Display and tell about products that originated in Switzerland, for example, the first zipper, the first bouillon cube, and cellophane.

Be able to tell the story of William Tell.

Be able to tell some Swiss stories about elves.

Evaluation

The following are suggestions for testing the concepts presented in this unit. Each category should include more items than are listed here:

I. MATCHING TEST

Directions: Match each word with its meaning by writing the number of the word beside its meaning. The first one has been done for you. There will be one meaning that you will not use.

1. glacier
2. pass
3. alp
4. avalanche
5. tourist

__3__ a mountain pasture

____ snow, ice, earth, or rock sliding down a mountainside

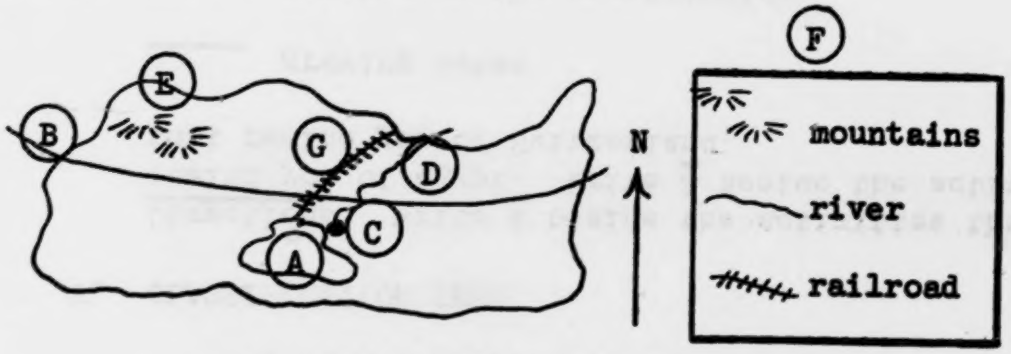
____ a river of ice and snow

____ a Swiss castle

____ a traveler

____ a low place through the mountains

II. HYPOTHETICAL MAP TEST



1. Write the letter that is on the mountains. ____

2. Write the letter that is on the lake. ____

3. Write the letter that is on the river. ____

4. Write the letter that is on the legend. ____

5. Write the letter that shows where a city is located. _____

6. Write the letter that shows an east-west line. _____

III. MAP READING TEST

Directions: Look at the map of Switzerland on page _____.* Write the answers to the following questions.

1. Which country is north of Switzerland? _____

2. What direction is Lucerne from Bern? _____

3. What do the red lines stand for? _____

4. About how far is it from Basel to Bern? _____

5. What mark does the map use for a tunnel? _____

IV. COMPLETION TEST

Directions: Decide which term in the list below belongs in the blank in each sentence. Write the correct word or words in each blank. Two terms will not be used:

tree line
cacao
craftsmen

source
east-west
north-south
mouth

1. The _____ is a place high up on the mountainside where the trees end and the grass begins.

2. _____ lines measure distance north and south of the equator.

3. The _____ of the Rhine River is in Switzerland.

4. Chocolate is made from _____.

5. _____ are people who make fine things with their hands.

V. CLASSIFICATION TEST

Directions: Write E beside the activities that remind you of Egypt. Write S beside the activities that remind you of Switzerland.

_____ growing dates

_____ grazing on the mountainsides

_____ riding on a camel

_____ living in a house with a flat roof

_____ riding an aerial car

_____ visiting the Pyramids

_____ manufacturing watches

_____ living in a house with a slanting roof

_____ skiing

_____ irrigating crops

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*The teacher should indicate the page of the text currently in use.

VI. MULTIPLE CHOICE TEST

Directions: Underline the word or group of words that makes the sentence correct. The first one is done for you.

1. Switzerland is a land of many (forests, deserts, coal mines, seaports).
2. The Swiss people are known for their (steel mills, date farms, pearl fisheries, handcrafts).
3. Switzerland's northern neighbor is (Germany, Italy, France, Spain).
4. To make chocolate the Swiss must buy (papyrus, cacao, milk, tapa) from other countries.
5. Switzerland is on the continent of (Africa, Australia, North America, Europe).

VII. ESSAY TEST

1. Write three sentences to tell something about how the Swiss people make their living.
2. Why are the cows in the picture on page ____ grazing in the high mountain fields instead of in the valley?
3. Why do the Swiss not send their goods across the sea in their own ships?

ACROSTIC

(See "Suggested Activities for the More Able Student.")

S	Swiss, skies, slopes, snow, sleds
W	waterfalls, watches, woodcarving, winter sports
I	ice, inns, inclines, industry
T	tunnels, tourists, tree line, William Tell
Z	Zurich, zigzag roads
E	electricity, embroidery, elevation
R	railroads, Rhine, Rhone
L	lakes, lace making, languages, Lucerne, League of Nations
A	avalanche, altitude, Alps, alphorn, alpenstock, aerial car
N	Neuchatel, neutrality
D	dairying, dog, defense

RESOURCE UNITS FOR GRADE FIVE

EXPLORING AND SETTLING AMERICA

Understandings	*Suggested Activities*	*Skills to be Developed*
The desire to explore is part of man's nature.	Discuss places children have explored, for example, woods, attics, cellars, farms, and caves. Develop a set of safety rules for exploration.	Developing a set of rules
The "unknown" has different meanings for different ages.	Read about the cave exploration in *Tom Sawyer* and/or the Greek myth of the Minotaur in Crete.	
Each age has its own motivation for exploration.	Consider why people explore. Emphasize curiosity and the desire for adventure as motivations.	
New knowledge creates opportunities for exploration.	Discuss a television program or motion picture about exploration.	Making a brief report about a television program or motion picture, choosing pertinent details
Early explorers added to man's knowledge of the world.	Relate present-day exploration of space, the underwater world, the microscopic world, and high mountains to man's curiosity about the unknown. Identify contemporary scientists in these and other fields as the latest in a long line of explorers.	Selecting and reporting current events
	Find out about the Norsemen. Determine why they are usually not given credit for the discovery of America.	Thinking critically
(NOTE: The above understandings are developed by the first 17 activities listed.)	Read parts of "The Skeleton in Armor," by Henry Wadsworth Longfellow.	Using reference materials
	List the reasons why people in different centuries set out upon explorations.	Interpreting poetry having a historical theme
	Make charts or posters advertising products from the Far East.	
	Show how inventions like the compass, astrolabe, and printing press, as well as advances in map making stimulated more ambitious explorations. Consider the role of new inventions in contemporary exploration.	

Understandings	*Suggested Activities*	*Skills to be Developed*
	Evaluate the importance of stories told by Marco Polo and the Crusaders in arousing interest in the Far East.	Evaluating information
	Review the concepts studied in grade 4 concerning the shape and size of the earth. (See resource unit: "Our Earth Is a Sphere.") Discuss why people had to relearn these understandings.	
	Trace on an outline map the routes of Diaz, Vasco Da Gama, Columbus, John Cabot, Magellan, and Balboa. Discuss the significance of their voyages.	Interpreting a historical map
	Use the poem "Columbus" by Joaquin Miller, for choral reading. Illustrate scenes suggested by the poem.	Choral reading Using visual imagery
	Dramatize incidents in the life and voyages of Columbus.	Role playing
	Listen to recordings such as "Christopher's Mistake," "The Nina, the Pinta, and the Santa Maria," and "Ferdinand the Great."	Listening effectively
	Discuss the reason for naming our country America instead of Columbia.	
People came to the New World for various reasons.	Study a map of Spanish exploration in the New World, noting the following: (1) the names of the explorers, (2) where they explored, and (3) comparative distances from the equator.	Interpreting historical maps
The Spanish came to the New World for gold. They were not particularly interested at first in establishing permanent settlements.	Using an opaque projector, view the types of lands they explored. Relate them to places on the map and speculate upon the probable work activities of the settlers.	Perceiving relationships

Understandings	*Suggested Activities*	*Skills to be Developed*
The lure of the fur trade attracted the first French settlers to North America. The English and Dutch came to America to establish permanent settlements where they could be assured of economic, political, and religious freedom.	Begin to build a chart of explorers with the following headings: EXPLORERS FLAGS UNDER WHICH THEY SAILED MOTIVES FOR EXPLORATION LANDS DISCOVERED EFFECTS OF THEIR DISCOVERY Develop this chart during the unit.	Building a chart
	Have two children describe the conquest of Mexico, one as a member of Cortes' army and the other as a native Aztec.	Role playing
	Make a mural depicting Indian life before the Spaniards arrived and after Spanish occupation.	Making a mural
	View films and still pictures showing the effects of the Spanish culture on the New World.	
	Find out how Spain was enriched by the natural resources of the New World.	Using reference materials
	On a map trace the routes of the French explorers, noticing the lands claimed by France. Discuss the significance of the name "La Chine," which Cartier gave to the rapids in the St. Lawrence.	
	Work in committees to learn about the French colonization in the New World. Committees will represent (1) missionaries, (2) farmers, (3) fur traders, (4) skilled workers, (5) explorers, and (6) fishermen. Some activities of these committees should be: 1. Making a diorama of a fishing village 2. Locating the trading posts on a map and telling about them 3. Making illustrations of missionaries working with the Indians	Organizing and working in committees

Understandings	*Suggested Activities*	*Skills to be Developed*
	4. Displaying pictures showing the work of carpenters, blacksmiths, shoemakers, shipbuilders, millers, printers, and other skilled workers.	
	Summarize the above activities by listing contributions that the French made to the New World.	Summarizing Drawing conclusions
	Find out about the English "Sea Dogs" and the lost colony at Roanoke.	
	Discuss the difficulties involved in establishing a settlement at Jamestown.	
	View a film of reconstructed Williamsburg.	Using a film to see relationships
	Tell about visits to places like Williamsburg, Monticello, and Mount Vernon.	
	On a wall map or globe locate England on the same east-west line as New England.	Drawing inferences from east-west lines
	Use a globe map to show how wind belts and ocean currents helped determine the location of early settlements.	
	Find out about early experiments in self-government in the early colonies. Investigate the significance of the Mayflower Compact, the Virginia House of Burgesses, and Penn's treaty with the Indians.	
	Recite "The Landing of the Pilgrim Fathers" by Felicia Hemans.	Reciting narrative poetry
	Find out about the contemporary Mayflower and its voyage in 1957. Refer to "When the Mayflower Sailed Again" in the *Instructor* for November, 1957.	Using magazines for reference

Understandings	Suggested Activities	Skills to be Developed
	Compare and contrast the Dutch colony of New Netherland with its surrounding English neighbors. Discuss events that led to New Netherland becoming New York.	Comparing and contrasting
	Retell some of the legends about New Netherland.	Distinguishing between fact and fiction
	Map the areas claimed in North America by the various European countries.	
	Dramatize the first Thanksgiving.	Dramatizing historical events
	Take a trip to Mt. Washington to view the Point. Discuss the geographic factors that determined the location of Pittsburgh.	
	Visit Carnegie Museum to view and learn about exhibits of early Indian civilization in western Pennsylvania during the colonial period.	Gaining information from field trips
	Find out about nationality groups that settled in Pennsylvania. Visit the nationality rooms at the University of Pittsburgh.	
	Find out about Pittsburgh in early times.	
	Sing songs about colonial days in Pennsylvania.	
	Read biography of William Penn.	
	Present an "on the spot" radio or television broadcast about William Penn signing the treaty with the Indians.	Writing a script
	Find out about the circumstances that led to the founding of Rhode Island and Connecticut.	
	Discuss the Puritans' interpretation of religious toleration.	Thinking critically

Understandings	*Suggested Activities*	*Skills to be Developed*
	Examine the settlement of Maryland. Stress Lord Baltimore's ideas about religious freedom, comparing and contrasting them with those of Puritans in Massachusetts.	
	Discover the special circumstances relating to the settlement of Georgia.	
	Play "Twenty Questions" using information relating to the study of the colonies.	Organizing information
	Show how life in the southern colonies differed from that in the northern colonies.	Comparing and contrasting
	Make a model of a colonial plantation to show how tobacco or cotton was raised and prepared for market.	Making a model
Rivalry between France and England in Europe and America led to wars on both continents. In North America this conflict is called the French and Indian War.	Outline the reasons for the French and Indian War. Show how the wars in Europe and North America were related.	Outlining
	Find reminders of the French and Indian War in and around Pittsburgh, such as names of streets, bridges, buildings, sections of the city, suburbs, and the city itself.	Conducting simple research
	Visit the Blockhouse to find out the early history of Pittsburgh and the part it played during the French and Indian War. Discuss reasons why Pittsburghers maintain the Blockhouse when the land could be used for commercial purposes.	Developing a sense of values
	Find out from parents and other adults about the Bicentennial observances in Pittsburgh. Refer to Pittsburgh newspapers of 1958. Find out what your school did in connection with the Bicentennial.	Conducting research Learning from resource people
	Take a trip along the Forbes Trail.	
	On an outline map locate some of the important French and English forts. Discuss the geographic reasons for their location. Consider why many large cities grew at the sites of the forts.	Seeing geographic relationships

Understandings	*Suggested Activities*	*Skills to be Developed*
	Find out about the part played in the French and Indian War by such people as George Washington, Edward Braddock, John Forbes, Louis Montcalm, and James Wolfe.	Interpreting the role of the individual in determining the course of history
	Pretend that you were present at one of the historic events of this period by writing about one of the following: "I Was With George Washington at Braddock's Defeat," or "I Fought With Montcalm's Army at Quebec."	Writing creatively
One of the important results of the French and Indian War was the loss of most of the French empire in the New World. The war taught the colonists new lessons in how to defend themselves and cooperate with one another. The decline of French influence greatly extended the frontier and brought a new way of life to many Americans. England's attempts to tax the colonists to help pay for the French and Indian War created misunderstandings between the colonists and the mother country.	Use two outline maps of North America to show how the Treaty of Paris in 1763 changed the ownership of North America.	Comparing and contrasting through the use of maps
	Discuss ways in which the British revealed their inadequacy in wilderness fighting.	
	Consider why King George and his advisers could not realize or understand the problems of the colonists and why the colonists had to depend on themselves in emergencies.	Critical thinking
	Pretend to be an English colonist writing a letter to someone in England revealing your feelings about conditions of the time.	Role playing through letter writing
	Make posters depicting the feelings of the colonists about unjust taxation or restrictions.	Seeing the other person's point of view
	Write entries in an imaginary diary describing experiences of a family in crossing the Alleghenies in 1760.	
	Display a copy of the Declaration of Independence. Indicate that in the next unit the class will examine its provisions and implications more closely.	
	Compare the lapse of time from the founding of the Jamestown colony to the signing of the Declaration of Independence with the period from 1776 to the present.	Seeing time-space relationships
	Read the poem "Independence Bell."	

Understandings	*Suggested Activities*	*Skills to be Developed*
Eventually these misunderstandings led to the Declaration of Independence and the establishment of the United States of America.	Dramatize the Boston Tea Party. Discuss Britain's right to tax the colonists. Were the colonists always fair? Show a film introducing the events leading up to the Declaration of Independence.	
(Note to the teacher: These understandings are to be expanded and more fully developed during the teaching of the American Revolution.)		

Suggested Activities for the More Able Student

Pronounce the names of the famous explorers in their native language.

List places and buildings named after Columbus.

Find evidences of Spanish influence in architecture, place names, and common everyday words.

Find out about the work of Father Serra in California.

Investigate the folklore about Virginia Dare.

Prepare stamps commemorating important events in colonial life.

Exhibit collections featuring stamps commemorating events in the early history of America.

Investigate the significance of the battle of Bushy Run.

Present a program of songs and poems related to this unit. Include such poems and songs as "Columbia, the Gem of the Ocean" by Thomas à Becket; "The Skeleton in Armor" by Henry W. Longfellow; "Columbus" by Joaquin Miller; "Columbus" by Annette Wynne; "Atlantic Charter, A.D. 1620-1942" by Frances Brett Young; "The Admiral's Ghost" by Alfred Noyes; and original poems and songs.

Write the front page of a colonial newspaper that might have appeared on an eventful day in our early history.

Investigate the defeat of the Spanish Armada. Discuss its significance for Spanish and English activities in the New World.

Read Washington Irving's "Rip Van Winkle" and "The Legend of Sleepy Hollow" for an impression of life in New Netherland.

Study and display flags used during this period.

Find out about Benjamin Franklin's activities during this period.

Pretend to be a salesman who lived in colonial America. Make posters advertising your wares, such as praire schooners and butter churns.

Write limericks about Columbus and other famous people studied in the unit.

Using the old English alphabet, write ads to attract colonists to the New World.

On an outline map locate each of the following places and tell why it could have been front-page news during colonial times: Quebec, Boston, Philadelphia, and Pittsburgh.

Investigate the lost colonies of Fort St. George in Maine and the Gosnold colony at Cuttyhunk Island, near Cape Cod.

Play an "add-a-line" game about Columbus.

Read and tell the class about the work of Richard Hakluyt in stimulating an interest in New World settlement.

Suggested Vocabulary

The teacher may wish to supplement the vocabulary in the textbook with some of the following additional terms:

astrolabe
Aztec
Blockhouse
colonist
colonization
Crusaders

Declaration of Independence
document
Duquesne
House of Burgesses
indentured servant
Iroquois

Mayflower Compact
missionary
occupation
ocean currents
Pilgrim
Puritan
Quaker

skilled worker
Stamp Act
taxation
toleration
treaty
wind belts
settler

Evaluation

(Note: The following are suggestions for testing the concepts presented in this unit.)

I. COMPLETION TEST

Directions: Write the name of the English colony that is being described. (You may use the same colony more than once.)

1. Farthest south ____________________
2. Founded by William Penn ____________________
3. Settled by debtors ____________________
4. Settled by the Catholics ____________________
5. Settled by Roger Williams ____________________

6. Home of the Puritans ____________

7. Contained the first permanent settlement ____________

8. Settled originally by the Dutch ______

9. Named after King Charles __________

10. Settled by Anne Hutchinson _________

II. MATCHING TEST

Directions: Match the name of the phrase that describes what each explorer did. Write the number beside the explorer's name. There are two extra phrases.

____ Balboa

____ Magellan

____ Ponce de Leon

____ John Cabot

____ Vasco da Gama

____ Roger Williams

____ Oglethorpe

____ Marco Polo

____ Diaz

____ Columbus

1. sailed around the Cape of Good Hope
2. founded Rhode Island after being exiled from Salem
3. made four voyages to America
4. reached India by sailing around Africa
5. told tales of the fabulous wealth of the East
6. discovered the Pacific Ocean
7. organized an expedition to Peru
8. circumnavigated the globe
9. provided a good refuge for poor people of England
10. explored the Mississippi valley by way of Florida
11. explored the peninsula of Florida
12. discovered Newfoundland

III. VOCABULARY TEST

Directions: Write the term that belongs in the blanks. Refer to the list. (There are three extra terms.)

hacienda
missionaries
taxation
document
tidewater
expedition
occupation
colonists
democracy
navigator
astrolabe
indentured servant
ocean currents

1. The ________ rivers of Maryland were easy to navigate.

2. A skillful ________ guides his ship to a destination without losing his way.

3. Mr. Brown came to America as an ________ who would work without pay.

4. The Declaration of Independence is a famous ________.

5. The early ________ endured many hardships during their first winter.

6. The __________ taught the Indians about God.

7. The Incas suffered from the Spanish __________ of their country.

8. The __________ of the wealthy Spanish farmer covered several acres.

9. The colonists objected to British __________ of tea and other imports.

10. The __________ helped the early sailors to find their way.

IV. ESSAY TEST

Directions: Answer any three of the following questions. Use a short paragraph for each:

1. Describe your favorite explorer and tell why you admire him.

2. Discuss several reasons why people came from the Old World to the New World.

3. Explain why Pittsburgh was a good place for a settlement.

4. Why did the English think they had a right to tax the colonists? Do you think they had this right? Explain your answer.

5. Why were most of the English settlements located between the Atlantic Ocean and the Appalachian Mountains?

6. Why are Americans proud of the Declaration of Independence?

V. MAP TEST

Directions: Match the letters on the map with the descriptions below the map by writing the correct letter in each blank.

_____ 1. River discovered by Jacques Cartier

_____ 2. Carolina

_____ 3. Home of the Puritans

_____ 4. Once known as New Netherland

_____ 5. Site of Fort Duquesne

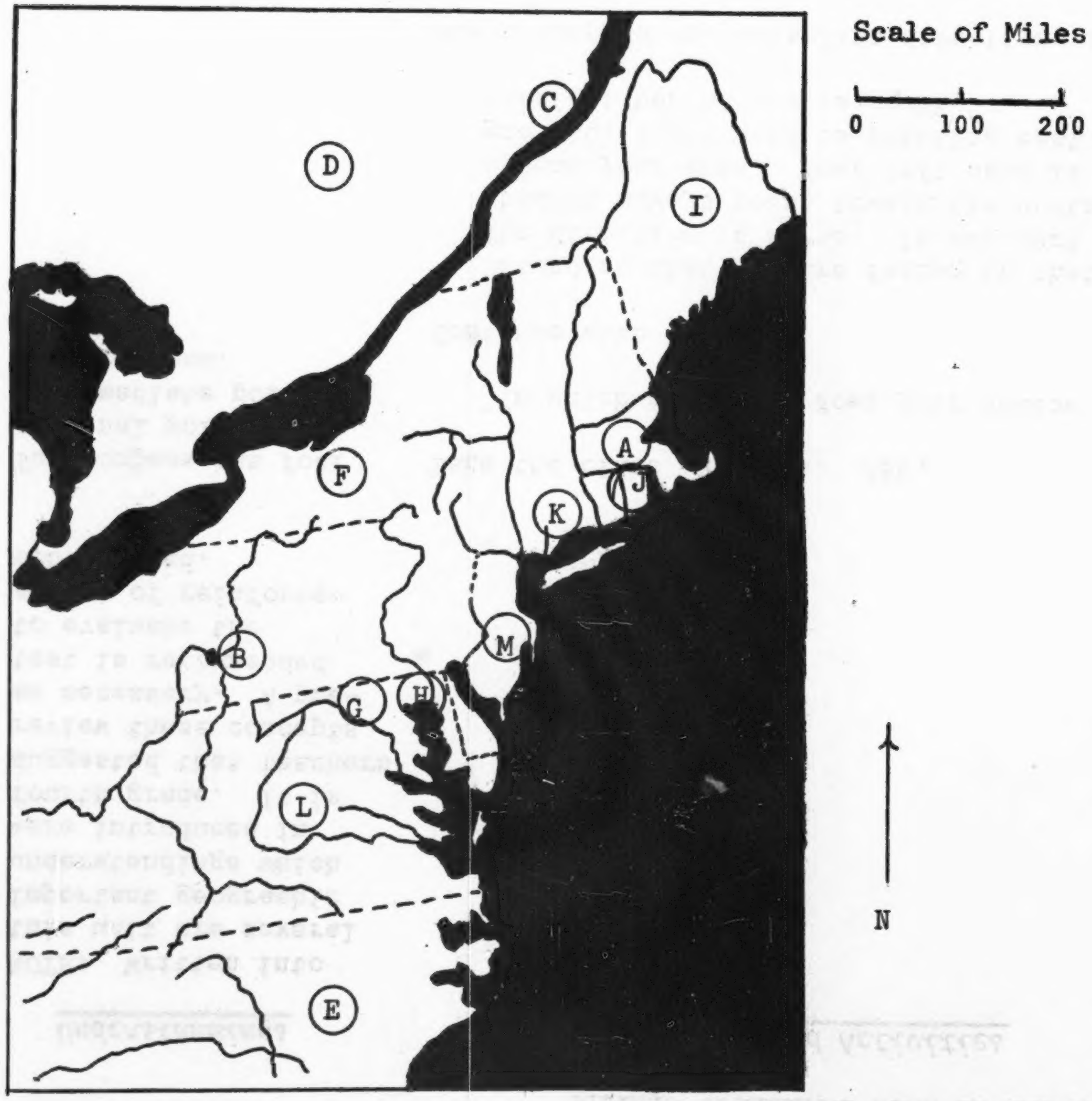
_____ 6. Chesapeake Bay

_____ 7. Formerly called New France

_____ 8. Owned by Massachusetts, but not one of the thirteen colonies

_____ 9. Home of the House of Burgesses

_____ 10. The smallest colony


Scale of Miles
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ALASKA--BRILLIANT STAR IN THE NORTHERN SKY

Understandings	*Suggested Activities*	*Skills to be Developed*
NOTE: Written into this unit are several important geographic understandings which were introduced in fourth grade. It is suggested that teachers review these concepts as necessary. A pretest is recommended to evaluate the amount of reinforcement needed.		
The compass has four cardinal points with intermediate points between them.	Take the class outdoors. Ask, "In which direction does your shadow point at noon?" Continue with "Stand so that you are facing in that direction. The direction is north. In our part of the world shadows always point toward the north at noon. Now extend your arms. Your left hand is pointing west and your right hand is pointing east. The direction straight behind you is south." Use a compass and establish directions in the room. Draw a circle and show the cardinal and intermediate points. Point toward your home. What direction is it from the place you are standing? Look at the street nearest you. In what direction does it run? Record what you see while you are facing north, south, east, and west.	Finding directions in the schoolroom and surrounding area

Understandings	*Suggested Activities*	*Skills to be Developed*
Natural environments affect the way people live.	On a street or road map, mark the location of the school with a star. On the margins of the map, write the names of the things that you see on the way to school. Run a bright-colored ribbon or string from each pin to the name in the margin. If you have any pictures, use them with the map.	Relating social to natural environments
The equator is an east-west line halfway between the poles.	Use a globe. Find the equator and other east-west direction lines. Mark off and label the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles. Notice that they are parallel to the equator.	Recognizing the equator and other east-west lines
There are other east-west lines on the globe. These lines are parallel to the equator.	On a globe, globe maps, and other maps, locate places using these direction lines.	Finding directions on a globe and map
Distance north of the equator and distance south of the equator is measured in degrees of latitude.	Identify the sun lines and length of day lines mentioned above as latitude lines. Note other lines parallel to the equator. Define all lines parallel to the equator as latitude lines.	Using north and south latitude
On the earth a degree of latitude is about 70 miles long.	Using a globe and maps, locate places having north and south latitude. Use a scale of miles to verify the distance between any two degrees of latitude.	
Alaska is our 49th state.	On a physical map, locate Alaska using parallels of latitude.	Using physical maps to locate a state
Alaska is the state farthest north.	Consider such questions as: How far is Alaska from the equator? What kind of climate does Alaska have?	

Understandings	*Suggested Activities*	*Skills to be Developed*
	Show pictures of Alaska observing the way the people work and live.	Reading pictures and showing relationships
	Discuss why they work and live as they do. Have the pupils ask questions that they would like to know about Alaska.	Formulating problems for research
	Write these on the board and use them for future reference.	
Alaska is a land of contrasts.	Show pictures of Alaska (a fertile valley, glaciers, fishing, Eskimos, growing of vegetables, tundra, sun at midnight, wildlife, etc.)	Reading pictures and showing relationships
Man is dependent upon his environment for his food, clothing, shelter, and work.	List things that belong to the natural environment and things that belong to the social environment. Make cultural to natural relationships.	
The tundra is a treeless lowland. Most of the year it is covered with snow.		
Alaska is a land of great distances.	Superimpose a map of Alaska onto a map of the United States to see the relative size of Alaska.	
Alaska may be divided into three regions: the Pacific Mountain, Central Plateau, and Arctic Slope.	Use a relief map of Alaska to study the following: extended boundaries, Yukon and Kuskokium Rivers, Alaska and Brooks Mountain Ranges, the broad valleys, and the Panhandle.	Using relief maps
	Have the pupils construct a layout of Alaska. A salt and flour mixture may also be used. (See Part III)	Making a layout

Understandings	*Suggested Activities*	*Skills to be Developed*
As we move north of the equator, the winter nights become longer and the summer days become longer. Since Alaska is farther from the equator than we are, its summers are shorter and the winters are longer than ours.	Using the globe, discuss the following: How does the tilting of the earth affect climate and length of day? Why do places near the equator have the noonday sun directly overhead twice a year? Why are there times during the year when the sun does not set north of the Arctic circle?	Using the globe to understand climate and length of day
Alaska is not the frozen wasteland many people believe it to be.	Using physical maps and pictures of Alaska, ask leading questions to elicit the following: The southeastern area has the same average temperature as that of Baltimore or Philadelphia. The interior area is comparable to Montana and the Dakotas. The western area is climatically similar to New England. The Japanese Current affects the climate of the Pacific Coast of Alaska.	Thinking critically
People live in many different ways in Alaska. Climate greatly influences the lives of all people. Mountains influence climate. Some farming is done in Alaska.	Use maps and pictures to help children build concepts of surface features, climate, and occupations of the people. Make a pictorial map of Alaska showing the work of the people. Discuss relationships between physical features, location, and industries.	Reading pictures and maps to show relationships

Understandings	*Suggested Activities*	*Skills to be Developed*
Alaska was discovered by Vitus Bering in 1741.	Find information about Vitus Bering, Robert Peary, the Alaskan gold rush, "Seward's Folly," and Alexander Baranov.	Using encyclopedias and other reference material
Robert Peary was the first person to reach the North Pole.		
The "gold rush" was the beginning of great changes in Alaska.	Interpret the following time concepts: It was over 200 years ago when Alaska was discovered; over 50 years when the North Pole was reached; about 75 years ago when gold was discoverd.	Building time concepts
	Make a time line recording these events and relate it to events studied in previous units.	Making a time line
The totem pole had a significant place in Alaskan life.	Visit the museum to see authentic totem poles. Encourage children to write and illustrate stories centered around totem poles.	Writing creatively
On many maps Alaska is drawn to a scale different from the rest of the map.	Let each child measure his desk top. Draw it to scale.	Recognizing different map scales
	Measure the schoolroom and draw it to scale.	
	Use an opaque projector. Redraw the map of Alaska to the same scale as the continental United States.	
	Use a scale of miles to find distances between different cities in Alaska and in the continental United States.	
In order to reach Alaska by land from the continental United States, it is necessary to cross two international boundaries.	Starting from Pittsburgh, take an imaginary tour of Alaska. Visit some of its important cities, and observe the state and national boundaries.	Recognizing state and national boundaries

3

Understandings	*Suggested Activities*	*Skills to be Developed*
Tundra and permafrost affect the building of homes in Alaska.	Discuss why the Alaskan people have problems building homes.	Thinking critically
Many different kinds of people live in Alaska.	Have pupils collect pictures of various kinds of people from magazines and folders. Some of these may be secured by writing to the Alaska Chambers of Commerce. (See page 121)	Writing business letters
	Build a display of these pictures.	Organizing pictures
	Have pupils make reports on the various peoples, including their history, development, and roles in modern Alaskan life.	
People live in many different ways in Alaska.	Make a display map, bounded on the four sides by pictures of the products Alaska produces. Run ribbons to those areas of Alaska where these items are produced or processed.	Making a display
Alaska relies strongly on air travel for traversing its great distances.	Discuss why Alaska depends more heavily on air transportation than on other kinds.	Thinking critically
	Have the pupils make an "Air Guide" to Alaska. Send for flight schedules and information to the various airlines operating in Alaska. (See page 120 for addresses)	Reading schedules
	Plan an imaginary trip from Seattle to points in Alaska, using all forms of transportation--sea, air, river, railroad, and highway.	
Alaska has four time zones: Pacific, Yukon, Alaska, and Bering.	Discuss time zones. Name the zones in the continental United States and those in Alaska. Consider such questions as: Why are there as many time zones in Alaska as in the rest of the United States? How are time zones determined? Why are some time lines straight, while others seem to follow erratic patterns?	Recognizing time zones Relating time zones to east-west lines

Understandings	*Suggested Activities*	*Skills to be Developed*
Alaska has many tourist attractions.	Write a description of the panhandle country as seen from a boat which is making its way through the Inland Passage.	Writing effectively
	Write a description of Mt. McKinley as seen from a train window.	
	Pretend you are a tourist and have an interview with a seal hunter.	Role playing
	Pretend you are visiting Fairbanks on June 21 at midnight to watch a baseball game. Write a conversation about it.	Writing conversation
	Report on the national parks and monuments in Alaska.	Preparing reports
	Find out what animals are found in Alaska and how they are used.	
Alaska's location is of great military significance to the United States.	Discuss the importance of the DEW Line.	
	Use a map and a globe to discuss Alaska's relationship with major cities of the world.	
	Use a globe to determine the shortest air routes (polar) into Alaska from the major cities of the world.	
Science has brought changes to the Alaskan people.	Ask questions to elicit the following:	Drawing conclusions
	As new farming techniques are developed and as new roads and towns are built, it will become easier to farm in Alaska.	
	The Eskimos are fast becoming the skilled labor force of Arctic Alaska. Many work at airfields and military installations, and live in frame houses and log cabins equipped with electricity.	

Understandings	*Suggested Activities*	*Skills to be Developed*
The major industries of Alaska are fishing, mining, and lumbering.	Make a product map for Alaska.	Making a product map
Statehood has accelerated the movement of settlers to Alaska.	Make a report on present homesteading possibilities in Alaska, with a class discussion on "If I moved to Alaska, where would I go and what would I do?"	Making reports
Alaskans are very proud of their state.	Sing the Alaskan state song. (See page 124)	
	Make travel posters and folders inviting people to settle in Alaska.	Making posters

Suggested Vocabulary

The teacher may wish to supplement the vocabulary in the study guide with some of the following additional terms:

Alaska Range
Brooks Range
DEW Line
extended boundaries
homesteading
Kenai Peninsula

Kuskokium River
latitude
Panhandle
permafrost
Tanana Valley
tundra

Addresses

Airlines operating in Alaska

Pan American World Airways
Pacific Alaska Division
International Airport
San Francisco, California

Alaska Coastal Airlines
2 Marine Way
Juneau, Alaska

Alaska Airlines, Inc.
2320 Sixth Avenue
Seattle, Washington

Chambers of Commerce

Alaska Chamber of Commerce
155 South Seward Street
Juneau, Alaska

Fairbanks Chamber of Commerce
Northward Building
Fairbanks, Alaska

Anchorage Chamber of Commerce
304 G. Street
Anchorage, Alaska

Suggested Activities for the More Able Student

Make a dictionary containing Eskimo words.

Compare Alaska's prices with those of the United States, and explain why they are different.

Locate possessions of the United States. Tell how would they go about becoming states.

Discuss how the purhcase of Alaska has been of increasing importance to the United States.

Make a tour guide tracing the route from Pittsburgh to Fairbanks.

Find the leading imports and exports of Alaska.

Prepare a report on the Pribilof Islands.

Make a bar graph comparing the population of the largest cities of Alaska with that of the large cities in the continental United States.

Find the farthest point that can be reached in Alaska by road, by railroad, and by air.

Prepare a report on the history of the Alaskan state flag.

Make dioramas or layouts of Alaskan scenes.

Find information showing why farming followed rather than preceded other industrial and economic development in Alaska.

Find out how Alaska figured in the migration of the Indians.

Evaluation

The following are suggestions for testing the concepts presented in this unit. Each category should include more items than are listed here:

I. WRITING A PARAGRAPH

Directions: Write a paragraph developing one of these topic sentences:

1. Alaska is a land of contrasts.
2. The "gold rush" was the beginning of great changes in Alaska.
3. Science has brought changes to the Alaskans.
4. Statehood has brought changes to life in Alaska.

II. TRUE OR FALSE

Directions: Write True or False for each statement.

____ 1. Most of the people who live in Alaska are Eskimos.

____ 2. Only in the Panhandle of Alaska does the temperature rise above 60° in the summer.

____ 3. Most Alaskans live in cities, towns, or villages.

____ 4. Air travel is the leading kind of transportation in Alaska.

____ 5. Lincoln was president when the United States purchased Alaska.

III. MAP-READING TEST

Directions: Use the map in your textbook to answer these questions:

1. Which of the cities is closest to the North Pole? ____________________
2. Which city is closest to the Bering Strait? ____________________
3. What direction would you travel from Fairbanks to Fort Yukon? ____________________
4. What is the name of the principal city of the Aleutian Islands? ____________________
5. What two cities on the 60th parallel of latitude appear on the map? ____________
6. In what mountain range is Mt. McKinley? ____________________
7. What continent lies to the west of Alaska? ____________________

IV. EXPLAINING CULTURAL FACTS

Directions: The cultural facts in this list can be explained by one or more of the natural causes listed. On the line before each cultural fact, write the number or numbers of all the natural causes. The first one has been done for you.

7,8,12 Raising of vegetables   1. high mountains

_____ Fish cannaries

_____ Trapping

_____ Nomadic life of the Eskimos

_____ Poor surface transportation

2. treeless, barren wasteland
3. much snow and ice
4. presence of many fur-bearing animals
5. dense forests
6. many salmon in the streams
7. long, hot summers
8. fertile soil
9. long, cold winters
10. location near the equator
11. very short summers
12. long summer days
13. migration of animals

Data on Alaska

To answer the many inquiries received on Alaska from school children throughout the United States, the Greater Anchorage Chamber of Commerce, with the cooperation of the Alaska Visitors Association, has compiled the following informational sheet. (Prepared April, 1959)

ALASKA'S FLAG (Song)

Eight stars of gold on a field of blue--
Alaska's flag. May it mean to you
The blue of the sea, the evening sky,
The mountain lakes, and the flow'rs nearby;
The gold of the early sourdough's dreams,
The precious gold of the hills and streams;
The brilliant stars in the northern sky,
The Bear--The Dipper--and, shining high,
The great North Star with its steady light,
O'er land and sea a beacon bright
Alaska's flag--to Alaskans dear,
The simple flag of a last frontier.

Marie Drake

ALASKA IS A LAND OF GREAT DISTANCES

Alaska's 586,400 square miles, one fifth the size of the continental United States, sprawl over an area that would reach from New York to San Francisco, east and west, and from Seattle to Mexico, north and south. It is surrounded by water on three sides, and borders Canada on land for 1,500 miles.

ALASKA IS A LAND OF CONTRASTS

Alaska has untamed wilderness and raw frontiers. Frontier conditions and customs are still in evidence in smaller towns and villages, but its major cities have modern homes, hotels, churches, hospitals, schools, paved streets, electricity, newspapers, radio, and television. Those communities, however, are bounded by limitless stretches of forested mountains or expanses of rolling arctic tundra.

A SPORTSMAN'S DREAM

The hunting and fishing in Alaska will make the sportsman's wildest dreams come true. The long daylight hours of Alaska's summertime provide every imaginable type of rugged outdoor sport. Fishing for game fish in streams and mountain lakes, or deep sea fishing for the sporty salmon or the rugged halibut; hunting big game, black bear, the giant grizzly, moose, caribou, mountain sheep and goat, deer, and wolf; or fall hunting for duck, goose, grouse, and spruce hen will provide endless variety and enjoyment.

A PHOTOGRAPHER'S PARADISE

Majestic mountains jeweled with crystal lakes and sparkling streams, tremendous rivers of glacial ice flowing sometimes to the sea, unmarred evergreen forests, rolling hills painted with golden birch and vivid floral arrangements, and wildlife abundant will provide even the amateur with priceless picture treasures.

TRANSPORTATION

Air Travel

Alaska relies strongly on air travel for traversing its great distances. Scheduled air passenger, freight, and mail service is maintained all year from the continental states to Alaska's major cities; several smaller airlines operate on regular schedules to practically every community in Alaska otherwise inaccessible. The International Airport at Anchorage is the air crossroads for transworld and transpolar flights where the giant airlines of SAS, AIR FRANCE, and KLM (Royal Dutch) Airlines refuel and change crews on transpolar flights between Europe and Toyko. More planes land and take off at Anchorage's busy airport than at LaGuardia Field in New York.

Railway

The Alaska Railroad (540 miles), a government utility, has its headquarters in Anchorage. Service is provided to Whittier, Seward, and Fairbanks throughout the year. Branches reach out to the Matanuska Valley and the coal mines on the Healy River. It also serves Mount McKinley National Park, nearly two million acres of outstanding wilderness scenery, where towers North America's tallest peak--20,269 foot Mount McKinley. The White Pass and Yukon Railway, 110 miles, narrow gauge, connects the tidewaters of southeastern Alaska at Skagway with Canada at White Horse, Yukon Territory, following the famed Klondike gold rush trail.

Highway

The highway system in Alaska totals approximately 4,000 miles, of which 2,000 miles are maintained open the year around. The primary system--all-weather, paved routes--connects the ice-free ports of Valdez, Seward, and Haines with interior Alaska's principal cities and military installations, and with the continental United States via the Alaska Highway through Canada. A 2,595 mile secondary system connects farming, mining, and industrial areas to the primary network. Local systems connect isolated inhabited areas with air, rail, or water transportation facilities. The famed Alaska Highway--1,523 miles from Dawson Creek, British Columbia, to Fairbanks--is open the year around. Seasonal connections between Haines on the Lynn Canal and the Alaska Highway in the Yukon Territory are maintained on the Haines Highway, 158 miles.

HISTORY AND GOVERNMENT

1867 -- Treaty of Purchase signed at Washington
1884 -- Civil government for Alaska
1896 -- Discovery of gold in the Klondike
1900 -- Act provided for code of civil and criminal law
1903 -- Homestead Act
1906 -- Act empowered Alaska to elect delegate to Congress
1912 -- Act created two-house legislature elected every two years by popular vote
1912 -- Act extended the constitution and laws of the United States to the Territory
1956 -- Alaska State Constitution drafted and adopted by the people of Alaska, submitted to the President of the United States, and referred for approval to the Congress of the United States
1958 -- Statehood for Alaska approved by Act of Congress July 7th
1958 -- Terms of statehood approved by majority vote of people of Alaska August 26th
1959 -- Statehood Bill signed by President of the United States January 3rd

The elected representatives of Alaska consist of the Governor, Secretary of State, two United States Senators, and one Representative, twenty State Senators and forty State Representatives.

Aboriginal inhabitants of Alaska are the Eskimos, Indians, and Aleuts, believed to have migrated across land bridge from Asia. Alaska's recorded history begins with its discovery by Russian explorers in 1741. Russian fur traders established settlements at Kodiak, Wrangell, and at Sitka, last capital of Russian-America. The United States purchased Alaska in 1867 for $7,200,000 and developed whaling and salmon canning industries. In 1884 civil government was established for Alaska by congressional act. Discovery of gold in neighboring Klondike brought hundreds of thousands north and laid basis for modern development; the Nome "rush" in 1900, followed by Tanana and Iditarod strikes, brought further influx of settlers. This created a need for additional laws and Congress provided for a code of civil and criminal law in 1900. World War II decisively affected Alaska, part of which was actually attacked and occupied by the Japanese. The United States Government became increasingly impressed with the strategic importance of the Territory and large defense bases were constructed. In 1956 the people of Alaska ratified a constitution for statehood which was accepted by the Congress. The Act provides that existing Territorial laws will remain in effect until modified by State Legislature. On January 3, 1959, the President of the United States signed the Statehood Bill, officially making Alaska the 49th State of the Union.

POPULATION

The 1951 census of Alaska shows the approximate population at 222,100. Included in this count are 16,000 Eskimos, 6,000 Aleuts, 12,000 Indians. Alaskans have come from all parts of the United States and are forthright, self-reliant, friendly, and better educated than the United States average. Men outnumber women almost two to one.

AGRICULTURE

There are about 1,000,000 acres of arable land, of which only 22,000 acres are under cultivation. Principal areas are the Matanuska and Tanana Valleys and Kenai Peninsula. Growing season is 80 to 120 days. Dairy products, meat, poultry, eggs, potatoes, cabbage, carrots, lettuce, cauliflower, turnips, rutabagas, celery, beets, berries, and grain are produced. Crop volume has doubled since 1950. Value--$9,000,000.

FISHERIES

Species: Salmon, halibut, herring, cod, shrimp, clams, crab. Value: $90,000,000 annually. Employment: 30,000. Season: Short. About 60 days each for salmon and halibut. Opportunities: Processing of waste materials; utilizing of species not now used; diversifying products. The principal industry of Alaska is catching and processing fish.

MINING

Minerals: Gold, platinum, copper, coal, tin, antimony, mercury, tungsten, nickel, oil. Production: About one billion dollars to date (mostly gold); currently about twenty-five million dollars per year. Employment: 2,000 during mining season.

FURS

Species: Mink, martin, beaver, fox, fur seal, muskrat, otter, and lynx. Value: About four million dollars annually. Opportunities: Trapping field crowded. Processing and fashioning possibilities good.

FORESTS

Alaska's timberland covers an estimated 150,000,000 to 250,000,000 acres, of which approximately 40,000,000 acres are commercial timberland. Utilization and development of interior Alaska's forest resources has not yet been undertaken and present challenging opportunities for immediate, large-scale development. Species: Hemlock, spruce, cedar, birch, cottonwood, aspen, and larch. Utilization: Lumber, shingles, fuel, pulp, plywood, and specialty products.

WILDLIFE

Game: Brown, grizzly, and black bear; moose; mountain sheep; goat, caribou; numerous fur-bearing animals. (Reindeer is domesticated animal.) Birds: All waterfowl, ptarmigan, grouse, and spruce hen.

PHYSICAL FEATURES

Alaska is the largest peninsula of the North American continent. Southeastern Alaska (sometimes called the "panhandle") is not a part of this peninsula but is, geographically, the coastal section of Canada. It is approximately 586,400 square miles in area, including lakes, rivers, etc., or one-fifth the size of the continental United States. Alaska is not, as many believe, a forbidding land of ice and snow. It is in the latitudes of Scotland, Norway, and Sweden and its climate is similar to that of Montana, Minnesota, and Maine. Only on the Arctic Slope, and possibly on some parts of the Aleutian Islands, is the climate so rigorous or unattractive as to discourage general settlement. Most of Alaska consists of rugged mountains, high broad plateaus, and extensive swampy tundra plains. It is also a land of mighty rivers and gigantic glaciers. Rivers: The Yukon (2,000 miles long) rises in British Columbia, flows through part of the Yukon Territory, and traverses the entire width of Alaska. Others are the Kuskokwim, second in size to the Yukon, Tanana, Colville, Koyukuk, Susitna, and Matanuska. Mountain Ranges: The Pacific Mountain System, Chugach and Kenai Mountains, and the Alaska Range are among the largest ranges. Glaciers cover 18,000 square miles.

CLIMATE

Southern Coast: Mild; annual mean temperature 40°; rainy (230 to 260 inches a year). Interior: Temperature extremes--70° below zero to 100° above; short growing season (Fairbanks, 96 days); dry (16 to 18 inches precipitation). Arctic: Cool, 18° below in January, 40° above in July; arid (5 inches precipitation annually).

NATIONAL PARKS AND MONUMENTS

Mount McKinley National Park (1,939,493 acres), situated in the central portion of the Alaska Range, was established by Act of Congress in 1917 primarily for two purposes: (1) to include the highest mountain on the North American continent and its associated peaks, and (2) to provide protection to the extraordinary wildlife native to the region. Mount McKinley reaches an altitude of 20,269 feet above sea level and rises 17,000 feet above timberline. For two-thirds of the way down from its summit it is enveloped in snow throughout the year. Mount McKinley and its associated peaks are starting points for an extraordinary series of glaciers. The park is one of the great wildlife sanctuaries of the world and a paradise for the wildlife photographer.

Glacier Bay National Monument (2,274,595 acres) lies about one hundred miles northwest of Juneau. The Bay is about 50 miles long and from 2½ to 10 miles wide, and is fed by glaciers that descend from towering mountains clothed in perpetual snow. The monument contains over twenty tremendous glaciers and many others almost equally impressive. The famous Muir Glacier has a sheer face rising some 265 feet above the water and is nearly two miles wide. Most of the eight fiord-like inlets of the Bay terminate at one or more similar ice cliffs.

Sitka National Monument, located in southeastern Alaska, was established to protect a unique collection of Alaskan Indian totem poles and to preserve the historical values of the vicinity. Within the area are eighteen totem poles of finest native craftsmanship, a replica of a Russian blockhouse, the graves of seven Russians killed during the Battle of Sitka in 1804, and the site of the Indian stockade wherein the Kiksiti Tribe made their last stand against Russian settlers.

Katmai National Monument (2,697,590 acres) located on the Alaska Peninsula was established in 1918 to include the site of one of the great volcanic eruptions of which there is record, including the Valley of Ten Thousand Smokes and the stump of exploded Mount Katmai. The monument is noted for large and beautiful lakes--affording superlative fishing, and for the abundance of wildlife--including the Peninsula brown bear, largest of carnivorous animals. The islets off the seacoast were included in the monument to protect the rich marine life.

*Some Interesting Facts About the 49th State**

PHYSICAL FEATURES

Area:	586,400 square miles--$2\frac{1}{2}$ times the size of Texas
Coastline:	33,904 miles--exceeds all of United States coasts combined
Latitude:	52 degrees to 72 degrees North--comparable to Scandinavia
Distance to United States:	Ketchikan to Seattle--750 miles Fairbanks to Seattle (via air)--1.642 miles
Rivers:	Yukon (2,000 miles long), Kuskokwim, Tanana, Colville, Koyukuk, Susitna, hundreds of others
Mountains:	Mount McKinley (20,300 feet)--highest in North America, part of the Alaska Range
Glaciers:	Cover 18,000 square miles

CLIMATE

Southern Coast:	Mild (annual mean temperature 40°; rainy (230 to 260 inches a year)
Interior:	Temperature extremes (76° below zero to 100° above), short growing season (Fairbanks 96 days), dry (16 to 18 inches precipitation annually)
Arctic:	Cool (19° below in January, 40° above in July); arid (5 inches precipitation annually)

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*From an "Alaska Fact Sheet" prepared by the Fairbanks Chamber of Commerce, Inc., 207 Nevland Building, Fairbanks, Alaska.

WILDLIFE

Game:	Brown, grizzly, and black bear; moose; mountain sheep; goats; caribou (reindeer is domesticated animal); numerous fur-bearing animals
Birds:	All waterfowl, ptarmigan, grouse, song birds
Fish:	World's largest rainbow trout and salmon, grayling, dolly varden, cutthroat and lake trout, shellfish

EMBLEMS

Flag:	Eight stars of gold on a field of blue (the big dipper)
Song:	The "Alaska Flag Song"
Flower:	Forget-me-not
Bird:	Willow ptarmigan

HISTORY

Aboriginal inhabitants were Eskimos, Indians, and Aleuts, believed to have migrated across a land bridge from Asia. Russian explorers discovered Alaska in 1741; founded Sitka, Kodiak, and Wrangell; developed the fur trade. The United States purchased Alaska for $7,200,000 in 1867.

The United States developed whaling, salmon canning, and gold mining. The gold rush in neighboring Klondike in 1897 brought hundreds of thousands north and laid basis for modern development. The Nome rush occurred in 1900; Tanana, Iditarod followed. Territorial government was established in 1884; Alaska was allowed a delegate to Congress in 1906; elective legislature created in 1912. World War II decisively affected Alaska, part of which was actually attacked and occupied by the Japanese; the United States Government became increasingly impressed with the strategic importance of the Territory; large defense bases were constructed.

The 49th State! Alaska's long battle to achieve equality with the 48 states ended June 30, 1958, when the Senate passed the statehood bill which permitted Alaska to become the 49th State. President Eisenhower signed the bill on July 7, 1958. The first state election was held in November, 1958. William A. Egan was elected Governor; Hugh J. Wade, Secretary of State; E. L. "Bob" Bartlett and Ernest Gruening, United States Senators; Ralph J. Rivers, United States Representative; and a State Legislature of 20 senators (18 Democrats, 5 Republicans, and 2 Independents) was elected. President Eisenhower proclaimed Alaska a State on January 3, 1959.

RESOURCES

Fishing provides Alaska's largest resource with fishery products valued at $92,960,379 in the year 1956.

The 1956 valuation of timber products (hemlock, spruce, cedar, birch) at $34,395,000 makes timber Alaska's second largest resource.

Minerals--gold, platinum, copper, coal, tin, antimony, oil and others--produced over $24,659,000 in that same year.

Following the big three, the Pribilof fur seal industry produced $5,262,034 in 1956, with other furs, such as mink, martin, beaver, and fox, producing an additional $1,570,000.

Agriculture in Alaska continues to increase in area, with an estimated value of farm products for 1956 of four million dollars. There are about 1,000,000 acres of arable land; only about 20,000 acres under cultivation--mainly in the Matanuska and Tanana Valleys and on the Kenai Peninsula.

The discovery of oil in Alaska in July, 1957, by Richfield Oil Company has created great interest in Alaska's petroleum provinces. The Release of Public Land Order 82--known as the Gubik Gas fields--has accelerated interest in the development of our rich natural gas potential.

PEOPLE

The 1957 population of Alaska was 212,000, including 45,000 military, 16,000 Eskimos, 12,000 Indians. Alaskans have come from all parts of the United States, and are forthright, self-reliant, friendly, better educated than the United States average. Fairbanks current population estimate: 12,500 corporate limits, 38,000 immediate area, 60,000 trade area.

COST OF LIVING

Estimated 22% above Seattle in Ketchikan, 23% above at Juneau, 35% above at Cordova and Seward, 40% above at Anchorage and Kodiak, 53% above at Fairbanks and Nome.

Did You Know?

Alaska is twice as large as Texas. The coastline of Alaska is longer than that of the continental United States.

Alaska's flower is the Forget-me-not. Alaska's bird is the ptarmigan.

Alaska cost the United States about two cents per acre ($7,200,000).

Alaska has the highest mountain on the North American continent, Mount McKinley, rising 20,269 feet above sea level.

Malaspina, one of the largest glaciers in Alaska, is larger in area than the state of Rhode Island.

Anchorage, Alaska's largest city, has more airplanes per capita than any other city under the American flag.

The smallest distance separating North America from Asia occurs between Little and Big Diomede Islands; on Little Diomede the picture of Abraham Lincoln adorns the schoolhouse, while on Big Diomede, three miles away, the school house contains the portrait of Karl Marx.

The temperature extremes at Fort Yukon have been recorded as high as 100° F and as low as 78° below zero. The high temperature exceeds that of the maximum of Palm Beach, Florida. On the average, it is colder in Milwaukee and Duluth than in Anchorage.

Flying conditions in Alaska are generally better in winter than during any other season.

Approximately one-fourth of the residents of Alaska are Aborigines--Eskimos, Indians, and Aleuts, of whom the Eskimos are the most numerous. Contrary to popular belief, however, Eskimos are not identified with all parts of Alaska; for example, they are seldom seen in Anchorage. They live mainly along the Bering Sea and Arctic Ocean coasts.

Fewer than a dozen white people in North America speak the Eskimo language; there is no written language, and the first Eskimo dictionary has yet to be published.

Unable to measure time by days because of the long periods of sunlight or darkness in northern Alaska, the Eskimo judges time by "sleeps."

Alaska has no snakes, and few poisonous plants or weeds.

The Alaska moose is the largest of its kind on earth, the bulls attaining a weight of more than 1,400 pounds.

The Alaska brown bear is the largest carnivorous animal to be found in the world today.

The Aleutian Chain and the Aleutian Range, extending westward along the Alaska Peninsula and up the west coast of Cook Inlet, including the spectacular Valley of Ten Thousand Smokes, is recognized as the world's longest and straightest line of active volcanoes.

MAP INFORMATION

Alaska Highway maps may be obtained from many of your local gas and oil service stations, i.e.--Standard Oil, Chevron, etc., or by writing to Standard Travel Service, P. O. Box 3495, San Francisco 20, California.

Large wall maps may be obtained by writing to Map Corporation of America, 316 Summer Street, Boston 10, Massachusetts. (Cost is 75¢)

A very attractive pictorial map of Alaska, with history and lots of other information, may be obtained by writing to the Alaska News Agency, 1520 Karluk, Anchorage, Alaska. (Price 50¢). This would also make excellent wall map for classroom or library.

HAWAII—OUR NEWEST STAR

Understandings	*Suggested Activities*	*Skills to be Developed*
Hawaii is our 50th state.	Display an old flag with 48 stars.	Using visual aids to obtain information
	Recall that Alaska became our 49th state on January 3, 1959, and that Hawaii became our 50th state on August 21, 1959.	
	Examine and discuss pictures of old United States flags. Tell where some of these can be viewed today.	
The stars in our flag increase with admission of new states, but the stripes which stand for the 13 original states remain constant.	Review how the continental United States has grown since the establishment of our country in 1776.	Interpreting meaning of continental United States
	Discuss how the 13 colonies achieved statehood.	
	Review how subsequent states entered the union.	
	Lead class to use reference books to discover that Pennsylvania was the second state to be admitted into the union.	Locating information in reference books
	Using reference books answer such questions as	
	How many stars were in the flag when Pennsylvania was admitted?	
	How many stars were in the flag when New York was admitted?	
	How many stars were in the flag when I was born?	
	How many stars were in the flag when I was ten years old?	
	(Class may work individually or be placed in groups to obtain this information.)	Working efficiently in groups or individually to obtain information

Understandings	*Suggested Activities*	*Skills to be Developed*
	Use films and still pictures to show the joyous reaction of the Hawaiians when their state was admitted to the union.	
Hawaii is quite distant from the mainland of the United States.	Locate Hawaii on the globe and map in relation to other states.	Using maps and globes to read distance
The growth of new ideas of living was very slow in early times because of the geographical isolation of the islands from larger continents and any inhabited islands.	Using maps and globes, see how Alaska is separated from the mainland or continental United States by land; Hawaii by water.	
	Note that Hawaii is north of the equator and in the middle of the Pacific Ocean just south of the Tropic of Cancer.	Reviewing directions on the map and globe Identifying the Tropic of Cancer
California is the state closest to Hawaii, being 2400 miles to the northeast.	From an airline map trace the route from several different places to Hawaii.	Reading an airline map
	Using a globe, find which state (Hawaii or Alaska) is closer to the North Pole; the South Pole. See how north-south lines narrow as they approach the poles.	Using north-south lines
Many small islands on our earth are important. Many are located between the Tropic of Cancer and the Tropic of Capricorn.	Use the map to locate other islands between the Tropic of Cancer and the Tropic of Capricorn.	Using the tropic lines on a map
The Tropic of Cancer and the Tropic of Capricorn mark the limits of the sun's	Focus a flashlight on the globe. Rotate the globe to show that the northernmost limit of the sun's overhead position (June 22) is the Tropic of Cancer, and the southernmost limit (December 22) is the Tropic of Capricorn.	

Understandings	*Suggested Activities*	*Skills to be Developed*
directly overhead position. (Refer to *Our Earth Is a Sphere* in Grade 4 for similar activities and understandings that may require review.)		
	Locate islands south of the Arctic Circle and the string of islands north of Japan.	
	Show a film or filmstrip on these islands emphasizing their importance for homes, farms, air bases, fueling stations, naval bases, fishing villages, etc.	
	Locate Pearl Harbor on the island of Oahu. Interview and report findings from parents and other adults about their recollection of December 7, 1941.	Learning from resource people
	Find a recent newspaper item mentioning any of these small islands.	
Hawaii is made up of eight large and many small islands. They are mountainous islands of volcanic origin and rise above the ocean.	Use an enlarged map of Hawaii to locate eight large islands and compare many small ones. Using and comparing pronunciation keys, pronounce the names of the large islands--Hawaii, Maui, Molokai, Oahu, Kauai, Niihau, Lanai, and Kahoolawe.	Using pronunciation keys
	Point out that only Connecticut, Delware, and Rhode Island are smaller than the total area of Hawaii.	Using comparison as a means of interpretation
	By reading the scale of miles determine the distances between the islands.	Interpreting a scale of miles
	Use a relief map to compare and contrast elevation in feet of the various islands.	Reading a relief map

Understandings	*Suggested Activities*	*Skills to be Developed*
	Find the symbol used for the capital; for the largest city. Find Honolulu on the island of Oahu. Find the symbol for railroads.	Interpreting map symbols for railroad, capital, and city
	Study abbreviations on maps, for example, Is., Vol., Mt., and Ft.	Interpreting abbreviations on a map
	Find which east-west line passes through the islands of Hawaii and Kauai. Review that this line shows distance from the equator.	
Mountains are usually made of crumpled sedimentary rock while volcanoes can be recognized by their smoother shapes and the rocks and ash from which they are formed.	Use pictures to compare and contrast mountains and volcanoes. Stress the difference between a mountain and a volcano.	Examining pictures critically
When steam and other hot gases in faults below the earth's surface build up sufficient pressure, a volcano may erupt. (The study of volcanoes requires a specific vocabulary.)	Use reference books to find information about: Causes of volcanoes Names of two volcanoes that are still active Pattern of eruption Denotative and connotative meanings of such terms as vent, crater, cone, sedimentary, dormant, lava, and fault. Difference between volcano and a crater.	Obtaining information from reference books
	Show still pictures and films to discover There are two active and many dormant volcanoes in Hawaii. People live on the slopes of the active volcanoes.	Drawing inferences

Understandings	Suggested Activities	Skills to be Developed
	Lava pours out of the sides as well as over the rim of the volcano.	
	Volcanic soil is often very fertile.	
Kilausa Crater and Mauna Loa are still active.	Find Mauna Loa volcano and Kilauea Crater on the map.	Interpreting map symbol for volcano
	Construct a volcano of papier mâché or plaster of Paris. In the classroom, under teacher's supervision and direction, use ammonium dichromate crystals to simulate the eruption.	Building models
	Build a small model of a mountain to compare it with a volcano.	
Population is related to natural geographic features.	Use various kinds of physical maps to relate environmental conditions to human activities.	Perceiving relationships through map study
	Using an opaque projector, show the class how a relationship can be drawn from a population map and a temperature map. Viewing these two maps answer such questions as	
	What parts of our country are the most densely populated? Why do you think this is so?	
	Which states are sparsely populated? Can you explain the reason?	
	Use a recent almanac to compare the population of Hawaii with Pittsburgh and with Pennsylvania; with other cities and states.	Using population tables
	Learn to use the terms sparse, fairly sparse, fairly dense, and dense when describing the distribution of population.	Using technical vocabulary accurately
	Compare and contrast the population of Hawaii and Alaska.	

Understandings	*Suggested Activities*	*Skills to be Developed*
	Have pupils make a survey of the population of their own street and compare it with another street in their community. Use this information to draw a "spot map."	Drawing a simple "spot map"
Hawaii is a "melting pot" of different cultures.	Show pictures of Hawaii in which there are many people in order to see that its citizens are of Polynesian, Chinese, Japanese, Korean, European, American, and Puerto Rican ancestry. Select pictures showing these people living and working together on plantations, in offices, stores, and schools. Refer to pictures in the text to prove this point.	
Hawaiians are known for their industries.	Use visual aids to show the industries of Hawaii.	
The money crops of Hawaii are sugar cane and pineapples. The processing of sugar and pineapples is an important industry.	Study charts and graphs showing the relative importance of Hawaiian industries.	Interpreting simple charts and graphs
	Review the knowledge of how sugar cane and pineapples are grown, harvested, and processed.	
	Make dioramas to depict the major steps in cultivating and processing pineapples or sugar cane.	Making dioramas
Tourism is a mainstay of the Hawaiian economy		
Many places of interest lure tourists to Hawaii.	Using the opaque projector, show pictures of such tourist attractions as Waikiki Beach, Kilauea Crater, Rainbow Falls, Pearl Harbor, Diamond Head, Black Sand Beach, Iolani Palace, orchid gardens, a pineapple processing plant, sugar cane fields, and coffee plantations.	Studying pictures
	Arrange a bulletin-board display associating pictures with a map of Hawaii. Show the relationship of the places in the pictures to their locations on the map by using colored string.	Planning and arranging a classroom display. Associating a place in a picture with its location on a map

Understandings	*Suggested Activities*	*Skills to be Developed*
The history of Hawaii is reflected in many colorful customs, traditions, and legends.	Review the story of Captain Cook's arrival in Hawaii and stories of Queen Liliuokalani and King Kalakaua.	
	Review early beginnings of Hawaii and relate some of the legends about how the goddess Pele formed the islands, about a god who turned out to be a man, and about catching the sun.	
	Look at pictures of a luau--a Hawaiian feast held in a shady coconut grove near the ocean. Use reference books to find meanings of a lei, muumuu, imu, ti leaf, poi, taro, lomi-lomi, and papaya.	Building vocabulary through use of pictures and reference books
	Plan cooperatively to have a luau. (Children can make their own leis. Some may dress as the island people do for a feast. The girls may wear "shell" jewelry made from real shells or paper. They may wear flowers in their hair. Children may make scenery to serve as background for the feast.)	Preparing a program
	Play and sing Hawaii's best loved song, "Aloha Oe."	
	Sample fresh pineapple.	
	Work an Hawaiian crossword puzzle. (See attached example.)	

Free Materials

California and Hawaiian Sugar
Refinery Corp.
215 Market Street
San Francisco 5, California

Hawaiian Airlines
Honolulu Airport
Honolulu, Hawaii

Hawaiian Press Bureau
1040 National Press Building
Washington 4, D. C.

Hawaiian Visitors Bureau
2051 Kalakaua Avenue
Waikiki, Hawaii

Pan-American Airways
28-19 Bridge Plaza North
Long City 1, New York

United Air Lines
80 East 42nd Street
New York 17, New York

1 H	A	2 W	A	I	3 I	■	■	4 T	■
■	■	A	■	■	5 M	A	U	I	■
6 L	E	I	S	■	P	■	■	■	7 H
■	■	K	■	8 C	O	O	9 K	■	O
10 P	O	I	■	■	R	■	I	■	N
11 I	■	K	■	■	T	■	L	■	O
G	■	12 I	M	U	■	■	A	■	L
■	■	■	■	■	■	13 L	U	A	U
14 4	■	15 L	16 O	N	O	■	E	■	L
9	■	■	E	■	■	17 O	A	H	U

CLUES ACROSS

1. The name of our newest state
5. One of the eight large Hawaiian Islands
6. Beautiful flowered necklaces
8. Discovered Hawaii
10. A native Hawaiian food prepared from the taro root
11. Personal pronoun
12. An outdoor oven in Hawaii
13. Hawaiian feast
15. A legendary god who promised to return to the islands
17. Hawaii's capital is on this island

CLUES DOWN

2. A famous beach in Hawaii
3. Something that is brought into a country or state
4. Polynesian tree or shrub
7. Capital of Hawaii
9. One of Hawaii's active volcanoes
10. A possible Hawaiian family pet
14. If Hawaii were not a state, our flag would have only _____ stars
16. Hawaii's best loved song is "Aloha _____"

Suggested Vocabulary

The teacher may wish to supplement the vocabulary in the study guide with some of the following additional terms.

- Black Sand Beach
- Pele
- cone
- crater
- dense
- dormant
- Iolani Palace
- Polynesian
- fault
- imu
- lava
- lomi-lomi
- Kilauea Crater
- Rainbow Falls
- muumuus
- papaya
- poi
- sedimentary
- sparse
- taro
- ti leaves
- vent

STATE HOLIDAYS

Kuhio Day, March 26

Kamehameha Day, June 11

ANNAUL STATE EVENTS

Narcissus Festival (Chinese New Year), January or February

Wesak Day (Buddha's birthday), first Sunday in April

Cherry Blossom Festival, April

Lei Day, May 1

State Fair, July

Aloha Week, mid-October

Suggested Activities for the More Able Student

Make maps of the Hawaiian Islands, using clay or salt and flour.

Prepare reports on sugar cane, pineapple, and tourist industries.

Make up legends and fables to explain Hawaiian interpretations of natural phenomena.

Make a comparison chart of Alaska and Hawaii, using such points as size, population, climate, resources, industries, cities, and towns.

Make drawings of Hawaiian costumes, homes, and sports to illustrate stories made up by students. Assemble original stories, drawings, advertisements, and maps into booklets.

Describe a visit to a pineapple factory in Hawaii.

Pretend to be a hotel manager in Hawaii. Register the guests and tell them about the entertainment planned for them. Talk about important places of interest in Hawaii.

Make a list of cities along the Pacific Coast, using a map of Australasia in order to add Melbourne, Singapore, and Manila.

Pretend that you have moved to Hawaii and are writing letters to your friends on the mainland.

Compare population maps with relief maps and climatic maps in order to relate population to the physical environment.

Report on what kind of work the Islanders do on military bases. Make a list of the military bases in Hawaii.

Pretend to have a television program with a newscaster interviewing a cowboy from Texas and an Hawaiian cowboy.

Construct a model of an outrigger canoe out of balsa wood.

In reference books find the contributions to the history of Hawaii made by Captain James Cook, King Kamehameha I, Hiram Bingham, David Kalakaua, Queen Liliuokalani, and Sanford B. Dole.

Write a poem or song about Hawaii.

Determine the order of admission into the Union of the other 49 states.

Find the names and dates of annual Hawaiian state holidays and events and what they mean. (See above list)

Publish a newspaper commemorating Hawaii as our 50th state. Include editorial cartoons, news articles, and short stories.

Evaluation

The following are suggestions for testing the concepts presented in this unit. Each category should include more items than are listed here.

I. FACT OR OPINION TEST

Directions: Write the word Fact or Opinion before each statement:

______ 1. Hawaii is the newest state in the union.

______ 2. Hawaii has the best climate of all the states.

______ 3. Hawaiian food is tastier than Alaskan food.

______ 4. At one time Hawaii was an independent nation.

______ 5. Captain Cook discovered the Hawaiian Islands.

______ 6. The National flag of Hawaii is the same as the national flag of Pennsylvania.

_____ 7. Hawaiians are more pleasant people than Pennsylvanians.

_____ 8. Hawaii is closer to the Eastern Hemisphere than we are.

_____ 9. Hawaii grows sugar cane and pineapples.

_____ 10. Parts of Hawaii are very rainy and parts are dry.

_____ 11. The workers in Hawaii are more industrious than workers in the continental United States.

_____ 12. Hawaiians are citizens of the United States.

II. MULTIPLE CHOICE TEST

Directions: From each pair of answers underline the place name that is correct:

1. Which is farther north?
   Alaska or California
   Hawaii or Antarctica
   Pennsylvania or Hawaii

2. Which is closer to the equator?
   Hawaii or the Panama Canal
   Alaska or Mexico
   Washington, D. C., or Hawaii

3. Which has the most volcanoes?
   Hawaii or Pennsylvania
   Hawaii or Florida
   Alaska or Pennsylvania

4. Which has the coldest winters?
   Alaska or Hawaii
   Pennsylvania or Hawaii
   Pennsylvania or Alaska

5. Which has the finest ocean beaches?
   Illinois or Hawaii
   Hawaii or Ohio
   Hawaii or West Virginia

6. Which is farthest from the South Pole?
   Alaska or Hawaii
   Washington, D. C., or the Panama Canal
   North America or South America

III. IDENTIFICATION TEST

Directions: In the blank write the name of what is being described:

1. ____________________

   a. Pours forth lava from time to time
   b. Is a popular tourist attraction
   c. Has a large crater

2. ____________________

   a. Machines peel and core pineapples
   b. Fruit moves on long conveyor belts
   c. Fruit prepared for shipment all over the world

3. ____________________

   a. Largest city in Hawaii
   b. Capital of the Hawaiian Islands
   c. Located on the island of Oahu

4. ____________________

   a. Giant kind of grass
   b. Raw material for Hawaii's chief industry
   c. Processed in plantation factories

5. ____________________

a. Come to see the sights
b. Buy many articles to take back home
c. Provide work for many people in hotels and restaurants

IV. SEQUENTIAL ORDER TEST

Directions: Number these events in the order in which they happened:

___ Hawaii becomes a territory of the United States.

___ Queen Liliuokalani is ruler of Hawaii.

___ Captain Cook discovers Hawaii.

___ Hawaii becomes our 50th state.

___ The Japanese bomb Pearl Harbor.

V. MAP TEST

Directions: Using the map, fill in the blanks with the correct answers:

1. The direct airline distance between Naalehu and Waimea is about ____ miles.

2. The southernmost city shown on this map is ____.

3. The direction you would travel from the Weather Observatory to Manuka State Park is ____.

4. The city at the junction of routes 19 and 25 is ____.

5. The city located near the meeting place of reference points E and 1 is ____.

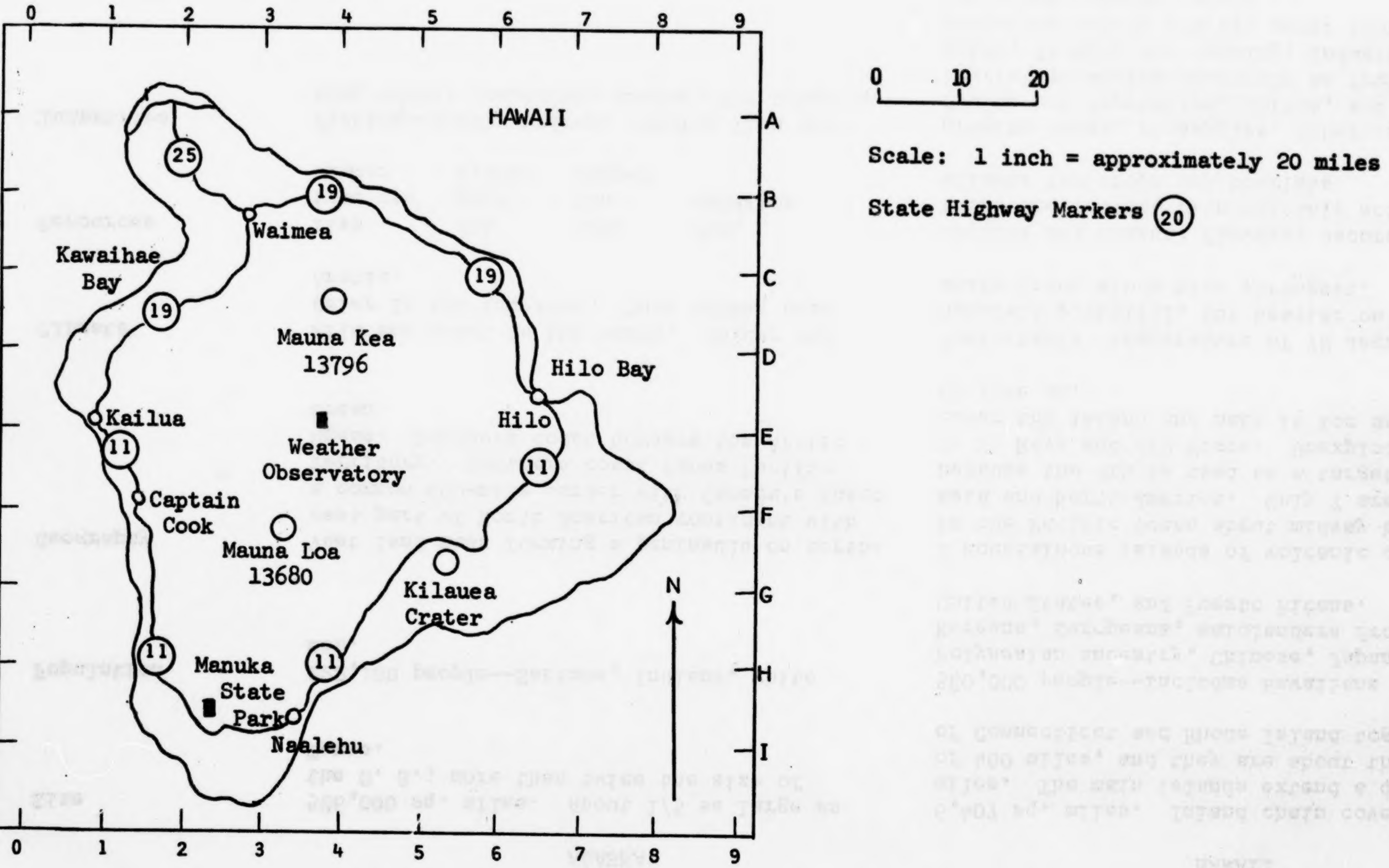
6. The volcano with the higher elevation is Mauna ____.

7. A bay on the eastern side of the island is ____.

8. On this map a distance of 60 miles would measure ____ inches.

9. Traveling on route 11 from Naalehu to Hilo, you would be going in a ____ direction.

10. If you were traveling southeast from Waimea to Manuka State Park on routes 19 and 11, the first city you would reach is ____.


HAWAII
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D
E
F
G
H
I
Kawaihae Bay
Waimea
Mauna Kea 13796
Weather Observatory
Hilo Bay
Hilo
Kailua
Captain Cook
Mauna Loa 13680
Kilauea Crater
Manuka State Park
Naalehu
N
25
19
11
0
10
20
Scale: 1 inch = approximately 20 miles
State Highway Markers
20

A Resource Page to Use When Studying Alaska and Hawaii[1]

	ALASKA	HAWAII
Size	586,000 sq. miles. About 1/5 as large as the U. S.; more than twice the size of Texas.	6,407 sq. miles. Island chain covers 1,650 miles. The main islands extend a distance of 400 miles, and they are about the size of Connecticut and Rhode Island together.
Population	222,100 people--Eskimos, Indians, white men.	580,000 people--includes Hawaiians of Polynesian ancestry, Chinese, Japanese, Koreans, Europeans, mainlanders from the United States, and Puerto Ricans.
Geography	Vast land mass forming a peninsula on northwest part of North American continent with a common 600-mile border with Canada's Yukon Territory. Southern coast faces Pacific Ocean. Northern coast borders the Arctic Ocean.	8 mountainous islands of volcanic origin in the Pacific Ocean about midway between Asia and North America. Only 7 are inhabited because the 8th is used as a target by the U. S. Navy and Air Force. Unexploded shells cover the island and make it too dangerous to live on.
Climate	Mild and moist in the south. Colder and drier in the interior. Much colder near Arctic.	Comfortable temperature of 78 degrees. Rainfall plentiful, but heavier on coasts where trade winds blow strongest.
Resources	fish iron ore timber oil gold silver coal tin copper furs asbestos	orchids and unusual flowers; decorative ferns and leaves; rich volcanic soil; ideal climate for crops and tourists
Industries	fishing--mostly salmon; canning fish and king crabs; lumbering; mining; fur trapping	growing sugar, pineapples, other crops of fruits and vegetables, coffee, and tobacco; tourists; canning pineapple as fruit and juice; fishing and canning; industries producing native crafts; newer industries producing consumer goods

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[1] Reprinted from *The Instructor*, September 1959, page 50, through the courtesy of the Director, Instructor Educational Service, Danville, New York.

	ALASKA	HAWAII
Cities and Towns	Juneau* Anchorage Seward Fairbanks Kodiak Nome Sitka Ketchikan Petersburg	Honolulu* (on Oahu) Hilo (on Hawaii) Wailuku (on Maui) Waipahu (on Oahu) Kapaa (on Kaui)
Native Crafts	carving whalebone weaving wood carving	leis from many kinds of colorful flowers; wood carving; weaving mats and hats from native leaves and fibers; feather ornaments; shell and coral jewelry
Native Foods	fish seal whale wild berries wild birds and land animals	taro root for poi fish breadfruit ohelo berries coconuts mangoes litchee nuts papayas
Plants and Animals	Alaska is richer in native animals than in plants. It has caribou, bears (brown, black, polar, and grizzly), moose, seal, fox, rabbits, grouse, ducks, ptarmigan, trout, pike, salmon, whitefish.	Not all flora and fauna were brought to the islands, as some books say. In Hawaii one sees the hibiscus, purple and red bougainvillea, silversword plant in the lava cinders of Maui, golden shower tree, and several kinds of palm trees. Other native trees are the kukui, the ohia, and hola which provide (in the order named) oil, flowers for leis, and leaves for mats. Early Hawaiians made canoes from the koa tree.
Places of Interest	Mt. McKinley National Park and Mt. McKinley, the highest in North America--20,300 ft.; Malaspina and Mendenhall Glaciers; Pribilof Islands--home of fur seals; University of Alaska near Fairbanks; Katmai National Monument containing the Valley of Ten Thousand Smokes	Mauna Kea (13,825 ft.) and Mauna Loa (13,680 ft.), the highest mountains in the state of Hawaii on Hawaii Island. Both are active volcanoes, but snow-capped when quiet. Punchbowl National Cemetery on Oahu; Diamond Head on Oahu (this and Punchbowl are extinct volcanoes); Waikiki Beach, Pearl Harbor, and Schofield Barracks on Oahu.
Likenesses:	Alaska separated from main area of U. S. by land; Hawaii by water. Many essentials for living and comfort must be imported. Air traffic ideal for both. Limited budgets available to run new states. Strategically important to defense of U. S. Growth of agriculture affected by cost of importing planting and harvesting equipment, length of growing season, tillable land limited by mountains rising close to shore.	

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*Capitals

	ALASKA	HAWAII

Differences: Alaska is a large thinly populated land mass; Hawaii is a small island state 2,400 miles from the mainland; higher literacy in Hawaii. Short summers cut Alaska's tourist traffic. Hawaii's industrial growth affected by lack of mineral and power resources. Capital and labor needed to develop Alaska's potential; Hawaii needs more capital.

RESOURCE UNITS FOR GRADE SIX

ANCIENT CIVILIZATION

Understandings	*Suggested Activities*	*Skills to be Developed*
Civilization involves living together in organized groups and includes the ability to keep records, establish governments, and work with metals.	To define civilization, discuss such questions as 1. What is the difference between a civilized and an uncivilized person? 2. In modern times does anyone ever act uncivilized? 3. What signs of civilization do you see around you? 4. Why was learning to write such an important step in civilization? 5. Primitive people make tools of stone. Of what materials do civilized people make tools and machinery? 6. How has living in groups, such as cities, helped in civilization? 7. Why do we need laws and rulers if we are to live as civilized people?	Thinking critically Discussing abstract concepts
	From the foregoing discussion frame a definition of civilization.	Framing definitions
	Make illustrations of some things that civilized people do that uncivilized people do not do.	
Our knowledge of ancient civilizations has been obtained from the work of explorers, map makers, historians, archaeolo-	Discuss the role of exploration in man's progress. Consider modern explorations into space and the ocean depths. In the textbook and reference books gather information about Hanno, the ancient explorer. Find out 1. Where he lived	

Understandings	Suggested Activities	Skills to be Developed
gists, and other scientists.	2. When he explored 3. What he explored 4. What he found	
	Use a map of the world or of the Eastern Hemisphere to trace his explorations. Look at a picture of the type of ships used by Hanno. Discuss the dangers of his expeditions.	Reading a historical map
	Trace Hanno's journeys on an outline map.	Making a historical map
	Build a model or draw a picture or diagram of one of Hanno's ships.	Drawing and building to scale
	Read the textbook and reference books to find out why the Antarctic continent has never been fully explored. Refer to the globe during the discussion.	
	Consider ways in which observation satellites and cameras are helping to explore the earth today.	
	Study Eratosthenes' map of the world. Compare and contrast this with a modern map of the Eastern Hemisphere.	Comparing ancient and modern maps
	Using an opaque projector, look at pictures of ancient maps to notice changes over the centuries.	
	Examine landscape, physical-political, population, and land-use maps, to note the differences in their appearance and purpose.	Studying and using special-purpose maps
	Pronounce and define archaeologist by using a dictionary.	Using the dictionary
	Read about the work of Heinrich Schliemann and Arthur Evans in the excavation of Knossos.	
	Discuss the ways in which the study of artifacts reveals much information about ancient civilizations.	

Understandings	*Suggested Activities*	*Skills to be Developed*
	Look at pictures and films of archaeologists at work, noticing the care with which they remove the accumulated materials and debris covering remains of buildings and other things found in the "dig."	
	Visit the department of archaeology at Carnegie Museum to find out about the work of the archaeologist. View and learn about the exhibits of ancient Mediterranean civilizations. In the classroom relate these exhibits to descriptions in the textbook.	
	Make a list of articles that would serve as useful artifacts to an archaeologist 2,000 years from now.	
	Read about the work of Thucydides, the Athenian historian, in the text and in reference books. Discuss the qualities of a good historian.	Using reference material
	Write two forms of a report about an incident witnessed during the past week. In one report, include opinions; in the other, state only the facts. Read these reports to the class. Let the students decide which of these reports would be regarded as good historical reporting.	Differentiating between fact and opinion
	Write up an event of ancient history as a straight news story and as an editorial. Consider which would be more valuable to the historian.	
Much knowledge of ancient civilizations has been gleaned from letters, business records, and notes.	Find quotations from ancient messages. Discuss the facts revealed about the peoples of those times.	
	Find out what types of ancient letters are kept in the Library of Congress in Washington, D. C.	
The early civilizations of Sumer, Egypt, and Crete developed in fertile river valleys.	On physical maps locate Sumer and Egypt, noting the mountains beyond their limits, arid regions, rivers with their deltas, and nearness to the Mediterranean Sea. Locate Crete with relation to these areas. On an enlarged map of Crete locate a river.	Interpreting physical maps

Understandings	*Suggested Activities*	*Skills to be Developed*
	On an outline map indicate the Fertile Crescent and the Nile valley. Discuss why ancient civilizations developed in these two regions. Consider such things as 1. The annual floods in the river valleys 2. The methods of irrigation used in ancient times 3. Reasons for the deposits of silt during flood time	Using maps as an aid to critical thinking
	Make a strip of pictures illustrating ancient agricultural pursuits.	
The ancients depended heavily on sun-dried brick for building. In addition, certain peoples supplemented sun-dried brick with other materials for specific needs. The Sumerians who lived in the marshes made reed huts, and those who lived in the cities had discovered the use of fire-baked bricks; while the Cretans built stone foundations and cement floors, and the Egyptians relied upon stones for their pyramids and temples.	Look at films or still pictures of ancient Sumerian reed huts, a Sumerian city with its wall and ziggurat, Egyptian pyramids and temples of stone, and the sun-dried brick structures common to the Sumerians, Cretans, and Egyptians.	
	Read about the construction of these buildings. Relate the materials used to their availability.	
	Read reference books to find out about the transportation of stones used in buildings and pyramids. Find out where the Egyptians and Sumerians obtained wood.	
	Write a description of a ziggurat in a Sumerian city, explaining its construction and purpose. Make a drawing showing its site with relation to the city wall.	
	Read reference materials to discover why the pyramids outlasted the ziggurats and why the pyramids are listed among the "seven wonders of the ancient world."	Using reference materials

Understandings	*Suggested Activities*	*Skills to be Developed*
The Cretans developed a superior system of plumbing.	Find out about the system of plumbing developed by the ancient Cretans. Compare and contrast their skill in plumbing with that of our own day. Point out that Cretan plumbing was better than anything Europe or the United States knew until the late nineteenth century.	
Ancient civilizations developed systems of law to govern their living. They needed rulers to direct the building and maintenance of irrigation canals, to govern the use of water, to settle disputes, and to protect health and safety.	Find examples of just and unjust laws of ancient times.	Using new knowledge as a basis for creative writing
	Write about imaginary incidents of early days that would have required legal help.	
	Read reference books to find out about differences between the Sumerian system of city rule and the Egyptian system of national rule.	Using contrast as a means of interpretation
	Pretend to be an Egyptian governor, tax collector, or scribe in the service of the Pharaoh. Explain your duties.	
	Tell about the Bible story of Joseph's work for the Pharaoh of Egypt.	
	Look at a film or still picture to discover the types of goods used for taxes in place of money.	
Hammurabi's code was an important step in man's learning to live under law.	Find examples of Hammurabi's laws. Compare and contrast them with the Ten Commandments and laws of our own day.	
Because the fertility of the river valleys permitted some of the people to devote themselves to tasks other than growing food, they had time to become skilled craftsmen.	By using audio-visual aids or books, find out how the Sumerians wrote on clay with a wedge-shaped instrument. Make an instrument similar to this and write some of the Sumerian symbols in clay.	
	Look up the derivation of paper.	Studying word derivations
	Prepare a paper scroll to represent papyrus and on it copy some hieroglyphics whose message is explained in a reference book.	
	Pretend to be a Sumerian, Cretan, or Egyptian boy returning home from a scribes' school and telling his parents about some high lights of his day, including things noticed along the way.	Role playing

Understandings	*Suggested Activities*	*Skills to be Developed*
	Find out how Egyptian and Sumerian writing developed from pictures representing words to symbols representing sounds.	
	Find information about how the Rosetta Stone unlocked the mystery of Egyptian hieroglyphics and why Cretan writing cannot yet be translated.	
	Read books to find out about the cloth that these ancient people wove.	
	View films and filmstrips and read books to find out how far these people progressed in mathematics, medicine, and astronomy.	
	Visit Carnegie Museum to find examples of the work of ancient craftsmen. Find out how their belief in life after death affected their artistic craftsmanship.	Planning, organizing, and evaluating a field trip
Ancient peoples learned to trade with others in order to get things that they did not have.	Make a chart listing things that the Egyptians, Cretans, and Sumerians sent to other lands and the things they received from places outside their own land.	
Our alphabet is a by-product of Phoenician trade.	Find out how trade stimulated the exchange of ideas as well as of material goods.	
	Investigate the origin and development of our alphabet.	
The Middle East is at the crossroads of three continents.	On a map of North Africa and the Middle East trace trade routes that the ancient peoples might have used. Determine why this part of the world has always been a center of trade.	Interpreting maps Perceiving relationships
	Look at a picture of a galley used by the Cretans and Phoenicians. Notice how this type of ship was propelled through the water. Discuss its advantages over sailing ships.	

Understandings	*Suggested Activities*	*Skills to be Developed*
The religions of the Jews, Christians, and Moslems developed within the civilization of the Middle East.	Look at a map of the Middle East. Locate Israel and Jordan. Point out the Judaism and Christianity began where these countries now are. Discover that the birthplace of Mohammedanism was in a land now called Saudi Arabia.	
	By reading reference books or the textbook, find the following information about each of the three faiths: 1. The founder 2. Holy cities 3. Name for God 4. Name of the holy book 5. The name given to the religion 6. Name given to the place of worship	
	Make a chart showing this information.	Charting information
	Find ways in which the beliefs of the three religions are similar and ways in which they differ.	Comparing and contrasting information
	Read reference books and the textbook to find out about how Abraham, Moses, King Saul, King David, King Solomon, and the prophets Elijah, Micah, and Amos helped the Hebrews.	
	Find out about Jesus' life and teachings and the work of His followers, for example, Paul and Peter.	
	Find out about Mohammed and the way in which the Mohammedan religion has spread.	
Each of the three religious faiths has a different calendar.	Find the similarities and differences in the calendars developed by the three faiths. Consider such points as 1. The beginning point of counting the years 2. Abbreviations and their meanings, for example, B. C. and A. D.	

3. Length of the year

4. The kind of calendar that is most widely used throughout the world

Discover why we call our century the twentieth century.

Suggested Activities for the More Able Students

Prepare a booklet showing ways in which rivers have influenced people's lives. Include the rivers in Pittsburgh.

Make a chart showing the developement of the letters of the alphabet. Write your name, using various alphabets.

Make a model of a pyramid, showing its solid construction.

Make a cross-section view of the inside of a pyramid. Refer to reference books for information.

Draw a picture showing the Great Pyramid and the Cathedral of Learning, using the same scale. Have tourists in the picture to show comparative size.

Make an illustrated booklet of the Seven Wonders of the Ancient World, describing them so that the other children in the class may read about them.

Read reference books to find out how papyrus was prepared.

Prepare a report about materials that have been used for writing throughout the ages.

Prepare an illustrated booklet showing the methods of telling time, beginning with the shadow stick.

Prepare a report on the implements that archaeologists use. Illustrate your report with pictures of the tools.

Prepare a diorama of the Sphinx and the pyramids. Show camels, cars, and people nearby. Write an explanation to be attached to the diorama.

Prepare an illustrated report about the ruins at Luxor.

Find out why the potter's wheel and the closed oven were important in the improvement of pottery making.

Contrast the number systems of Sumer and Egypt. Prepare charts showing a number base of twenty (Egyptian) with a number base of sixty (Sumerian). Find examples of our use of a number base of twenty and a base of sixty in measurements. Work problems in number bases other than ten.

Read reference books to find out about the measurements used in these ancient countries, for example, talent and cubit.

Make a clay or salt-flour model of the Tigris-Euphrates River Basin, showing the comparative elevations of mountains, valleys, and the Persian Gulf.

Make a time line, showing the important events of the early history of Egypt, Sumer, and other ancient civilizations studied.

On an outline map of Egypt locate the following: Nile River, Thebes, Great Pyramid, and the Sinai Peninsula. Label the Mediterranean Sea, Red Sea, and the source of the Nile River. Draw pictures on your map to show some of the things that could be seen there in ancient times.

Prepare a report about one of the religions of the Far East.

Trace the progress in constructing a calendar. Find out why this was one of the early achievements of ancient peoples.

Compare ancient calendars of the Middle East with the Mayan calendar.

Trace the history of the Holy Land in terms of the empires of which it was a part from ancient to modern times.

Investigate the efforts being made to preserve monuments of ancient Egypt that would otherwise be destroyed in the building of the high dam at Aswan.

Suggested Vocabulary

The teacher may wish to supplement the vocabulary in the textbook with some of the following additional terms.

- Abraham
- ancient
- A.D.
- A.H. (anno hegira)
- A.M. (anno mundi)
- astronomy
- B.C.
- crafts
- craftsman
- craftsmanship
- Cretan
- Arthur Evans
- Fertile Crescent
- Hammurabi
- Hanno
- Isaiah
- Joseph
- Micah
- Mohammedan
- Peter
- Phoenicians
- primitive
- Heinrich Schliemann
- scroll
- silt
- symbol

Evaluation

Note: The following are suggestions for testing the concepts presented in this unit.

I. MATCHING TEST

Directions: Match each word with its meaning by writing the number of the meaning beside the word. The first one has been done for you. There will be two meanings that you will not use.

11 papyrus
____ artifact
____ scribes
____ ziggurat
____ hieroglyphics
____ archaeologist
____ cuneiform
____ anthropologist
____ hegira
____ mosque

1. A person who studies the races, customs, languages, and beliefs of man
2. A scientist who explores ancient ruins
3. A desert wanderer
4. A Mohammedan church
5. The flight of Mohammed from Mecca to Medina
6. Egyptian picture writing
7. An object made and used by ancient people
8. Skilled writers in ancient Egypt
9. A tall brick structure with a shrine on top
10. Wedge-shaped writing
11. A reed from which paper was made
12. An ancient Egyptian ruler

II. SEQUENTIAL ORDER TEST

Directions: Number these events in the order in which they occurred.

___ The Egyptians built the Great Pyramid.
___ Mohammed established the Moslem religion.
___ Columbus discovered the New World.
___ Hanno explored the western coast of Africa.
___ Eratosthenes made a map of the world.
___ Paul traveled to Europe spreading the story of Christianity.

III. USE OF REFERENCE MATERIALS TEST

Directions: Write the name of the reference book you would use to find the following information. Choose the answer from this list. You may use the same term more than once.

dictionary
encyclopedia
atlas
almanac
news magazine

_____ 1. Pronunciation of hieroglyphics
_____ 2. Events occurring in the Middle East during the past week

_____ 3. The present population of Egypt

_____ 4. A list of maps containing different kinds of information about the Middle East

_____ 5. To find out the countries of the Middle East that are members of the United Nations

_____ 6. Some facts about the life of Hammurabi

IV. MAP RECOGNITION TEST

Directions: Write the name of the map which you would use to find the following information. Choose the answer from this list. The name of one of the maps will not be used:

products map
historical map
hypothetical map
political map
landscape map
population map
physical-political map
precipitation map

_____ The extent of the Egyptian empire in 1400 B.C.

_____ The boundary line between Utah and Colorado

_____ Amounts of rain and snow in northern Europe

_____ Grasslands, tundras, forests, and deserts in northern Asia

_____ Crops and minerals of the Middle East

_____ The number and distribution of people in South America

_____ Natural features, man-made boundaries, and location of cities in present-day Europe

V. ESSAY TEST

Directions: Answer any three of the following questions. Use a short paragraph for each one.

1. Why is the alphabet considered one of the great gifts of the ancient world?

2. Why did the ancient Sumerians and Egyptians settle in river valleys rather than in the desert or in the mountains?

3. How did the rule of the ancient city-states in Sumer compare with the way in which Pittsburgh is ruled?

4. How did the belief in life after death influence the craftsmanship of the ancient Egyptians?

5. Archaeologists unearthed the following artifacts in some Sumerian ruins:

A cart wheel with a copper tire

A clay tablet covered with cuneiform writing

Copper figures of animals and birds

Bronze armor and bronze-tipped spears

A jar decorated with a palm branch and bunches of dates

By studying these articles, how would you describe the Sumerian civilization?

GREECE—TODAY AND YESTERDAY

Understandings	*Suggested Activities*	*Skills to be Developed*
Maps help us to see relationships between natural forces and human activities.	Examine many kinds of maps showing Greece. Speculate about such questions as 1. What kind of climate do you think this country has? 2. Where do you think most of the Greek people live? 3. In what ways do you think the Greek people make a living? 4. What kind of clothing do you think they wear? 5. What kinds of transportation do you think they have developed?	Using maps to develop critical thinking
Carefully chosen pictures strengthen the understanding of relationships.	Survey pictures of Greece to help confirm or refute tentative conclusions obtained from map study.	Studying pictures to perceive relationships
Books can provide accurate information to verify or refute opinions.	Read in the textbook and other sources to further clarify understandings and to develop relationships concerning Greece.	Reading with discrimination
	Review and reinforce study skills relating to effective use of reference materials.	Using reference materials effectively
The climate of Greece is determined by its distance from the equator, topography, peninsular shape, prevailing winds, and its location on the Mediterranean Sea.	Locate the peninsula of Greece using latitude and north-south lines. Define Mediterranean climate as having blue skies, abundant sunshine, mild winters, and few rainy days. The precipitation is moderate-to-low in amount and much of it falls during the winter season, the summers being nearly rainless.	
	Compare the climate of Greece with central and southern California.	Using comparison as a means of interpretation

Understandings	*Suggested Activities*	*Skills to be Developed*
	Find out about sirocco--the strong hot winds that blow over the lands north of the Mediterranean Sea--and the effect they have upon the land and the people.	
	Fill in an outline map of Greece.	
	Make a flour and salt map of Greece.	Making different kinds of maps
	Make a profile to show the topography of Greece.	
Charts and graphs contain pertinent, easy-to-read information in concentrated form.	Read and interpret simple graphs and charts relating to Greece.	Reading and interpreting charts and graphs
	Make a simple bar graph to show how the land of Greece is used.	Making charts and graphs
	Make a chart showing the leading exports of Greece and their relative importance to the country's economy.	
Tourism is an important industry of modern Greece. Many tourists come to see reminders of the glories of ancient Greece.	Plan an imaginary trip to Greece. Make a travel kit mention- the leading occupations of the people and their favorite sports, songs, dances, and vacation resorts.	
	List some articles that you would buy in Greece for yourself and friends back home.	
The Greeks had a highly developed civilization centuries before the birth of Christ.	Begin an illustrated two-track time line indicating important events relating to ancient Egyptian and Greek civilizations. (Later a third track may be added to include ancient Rome.) Dates are approximate. Include such events as:	Making a time line

Egyptian

2900 B.C.	The Great Pyramid built at Gizeh
2500 B.C.	Egyptians devise calendar
1400 B.C.	Ikhnaton introduces monotheism
1200 B.C.	Hebrew Exodus from Egypt
670 B.C.	Assyrians conquer Egypt

Understandings	*Suggested Activities*	*Skills to be Developed*
	Greek	
	2000 B.C. Barbarians invade Greece 1200 B.C. Trojan War 800 B.C. Rise of Greek city-states Homer writes the *Iliad* and the *Odyssey* 776 B.C. First Olympic Games 450 B.C. Parthenon built	
Wandering tribes from the North invaded Greece and other countries of southern Europe.	Define barbarian. Discuss the several definitions in an adult dictionary and decide which applies to the early invaders of Greece.	Determining the applicable definition
	Find out about life in Greece after the barbarian invasions and discover how the Greeks built a new civilization upon the old.	
As in other areas of Europe, the barbarians assimilated with the native population, producing a new civilization.	Discuss why historians are uncertain about this period of Greek history.	Analyzing the historian's role in interpreting the past
	Read selected passages from the *Iliad* and the *Odyssey*. Point out that Homer's account of the Trojan War is partly fictitious.	
	Using a map of ancient Greece, find out how the Greeks colonized parts of the Mediterranean coast on three continents.	
	Pretend that you are visiting ancient Olympia. Write home about the first Olympic games. Compare them with the Olympic games today.	Writing letters
Greece had many city-states, of which Sparta and Athens were the most important.	Locate Sparta, Athens, Olympia, Thebes, Corinth, Argos, and Delphi.	
	Define city-state and citizen.	
	Consider why city-state is a good term to describe this type of community.	

Understandings	*Suggested Activities*	*Skills to be Developed*
	In the discussion about city-states mention such factors as geographic isolation, individual "personality," political loyalty of its citizens, political system, and provision of governmental services to its citizens.	Using facts to generalize
	Plan a panel discussion about Sparta and Athens. Consider such topics as (1) schools, (2) government, (3) homes, (4) clothing, (5) attitude toward the fine arts, and (6) family life. Write a summary of the discussion.	Planning and conducting panel discussions Writing summaries
	Contrast Athens and Sparta.	
	Compare modern Pittsburgh with ancient Athens.	
An outside danger led the Greeks to unite.	Discuss how an outside common danger can unite previous rivals.	Selecting facts for comparison and contrast
	Compare the experience of ancient Athens and Sparta before and after the Persian War with that of the thirteen colonies before and after the American Revolution.	
Ancient Greece produced many great men and women.	Find out what the contributions of the following Greeks were to western civilization: Herodotus, Thucydides, Socrates, Plato, Aristotle, Hippocrates, Aristarchus, and Pythagoras.	
	Visit the museum to see an authentic replica of the Parthenon and other buildings of Greek architecture.	
	Prepare an exhibit of Greek art and costumes.	Organizing an exhibit
Sometimes rivalry between nations leads to war. Wars do not always settle the problems for which they are fought.	Explore the reasons why Athens and Sparta went to war, why Sparta won the war, and why Sparta was unable to unite Greece.	

Understandings	*Suggested Activities*	*Skills to be Developed*
Alexander of Macedon spread Greek civilization to much of the known world.	Use a map to help explain how Alexander's conquest spread Greek civilization to much of the ancient world.	Interpreting maps
The Greeks believed in many gods. Myths helped ancient peoples explain natural phenomena.	Retell some of the favorite Greek myths. Consider why the Greeks created the myths and why we still enjoy them although we do not believe them.	
Ancient Greece has contributed much to contemporary western civilization.	Make a list of ancient Greek contributions to the modern world in the fields of writing, art, literature, music, medicine, philosophy, religion, astronomy, and mathematics. Show how our alphabet developed from the Greeks just as the Greek alphabet developed from the Phoenician.	Classifying knowledge Making a list
Greece, while proud of its past, is striving to solve its present-day problems.	Find out why Greece is a relatively poor country today. Discuss how and why America is helping Greece to improve its economic position.	

Suggested Activities for the More Able Student

Compare the Mediterranean climate of Greece with other places in the world.

Build a pyramid using Greek words. (See examples in Column 2)

Imagine that you are showing several people points of interest in Greece. Give them authentic information concerning these places.

Find out about Phidias.

Observe examples of Doric, Ionic, and Corinthian columns. Exhibit pictures illustrating these three types.

Trace the route of Xerxes' army and the Persian fleet. On a large outline map have a pupil use the map in telling the story of the Persian invasion and defeat.

Find out about the Tripod tablet uncovered at Pylos in 1953.

Find English words that we use today that are of Greek origin.

Consider such questions as the following:

1. Why and how has the United States government helped Greece?

2. How are the Greeks trying to overcome their handicaps?

Tell about the Greek sponge divers in Florida.

Sample Greek Pyramids

Io
Zeus
Athena
Socrates
Thucydides
architecture

Geo
Stars
Spartan
Athenians
Aristarchus
Mediterranean

Suggested Vocabulary

The teacher may wish to supplement the vocabulary in the textbook with some of the following additional terms.

Apollo
Ares
Argos
Asia Minor
Athena
barbarian
Corinth
Corinthian
Delphi
Demeter
Doric
drought
economy
Hera
Hippocrates
Homer
Ionic
Marathon
monotheism
Olympia
pedagogus
Peloponnesian
Phidias
Philip
philosopher
polytheism
precipitation
Pythagoras
Salamis
seafarer
sirocco
Thebes
Themistocles
topography
Trojan War
Xerxes
Zeus

Evaluation

Note: The following are suggestions for testing the concepts presented in this unit.

I. MATCHING TEST

Directions: Match the names of these people and places with the correct information by writing the number in the space provided. There is one number that you will not use.

___ Socrates 1. Introduced the idea of trial by jury

___ Hippocrates

___ Xerxes 2. Greek sculptor

___ Phidias 3. Greek philosopher

___ Zeus 4. Greek king from Macedonia

___ Acropolis 5. Father of medicine

___ Parthenon 6. Believed the earth moved around the sun

___ Homer

___ Alexander

___ Athena

___ Solon

7. Goddess of beauty

8. Persian king

9. Fortified hill of Greece

10. Supreme god of the Greeks

11. Most famous building on the Acropolis

12. Poet who wrote the *Iliad* and the *Odyssey*

II. MATCHING TEST

Directions: For each of the following statements write "Athens," "Sparta," "both," or "neither."

_______ 1. The city was surrounded by a wall.

_______ 2. Most of the men were soldiers.

_______ 3. Everybody could vote.

_______ 4. People believed in a trial by jury.

_______ 5. People believed in gods.

_______ 6. A citizen could not choose his way of life.

_______ 7. The citizens had a democratic form of government.

_______ 8. People spoke the Greek language.

_______ 9. People were ruled by a king.

III. ESSAY TEST

Directions: Answer any three of these questions:

1. List five things that make you think of modern Greece.
2. List five things that make you think of ancient Greece.
3. Write a short topic sentence paragraph about any famous Greek person of ancient times. Tell why you think this person deserves to be remembered.
4. Name three places you would like to visit in Athens. Tell why you would like to see them.
5. What are some problems in modern Greece? If you were a ruler in Greece, how would you solve the problems?

IV. MAP STUDY

Directions: Using this outlined map of Greece, write the name of the place on the line provided for which each number stands.

Sparta
Ionian Sea
Athens
Aegean Sea
Crete
Macedonia
Rhodes
Olympia
Mediterranean Sea
Peloponnesus
Thebes
Asia Minor
Black Sea
Gulf of Corinth
Persian Gulf

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

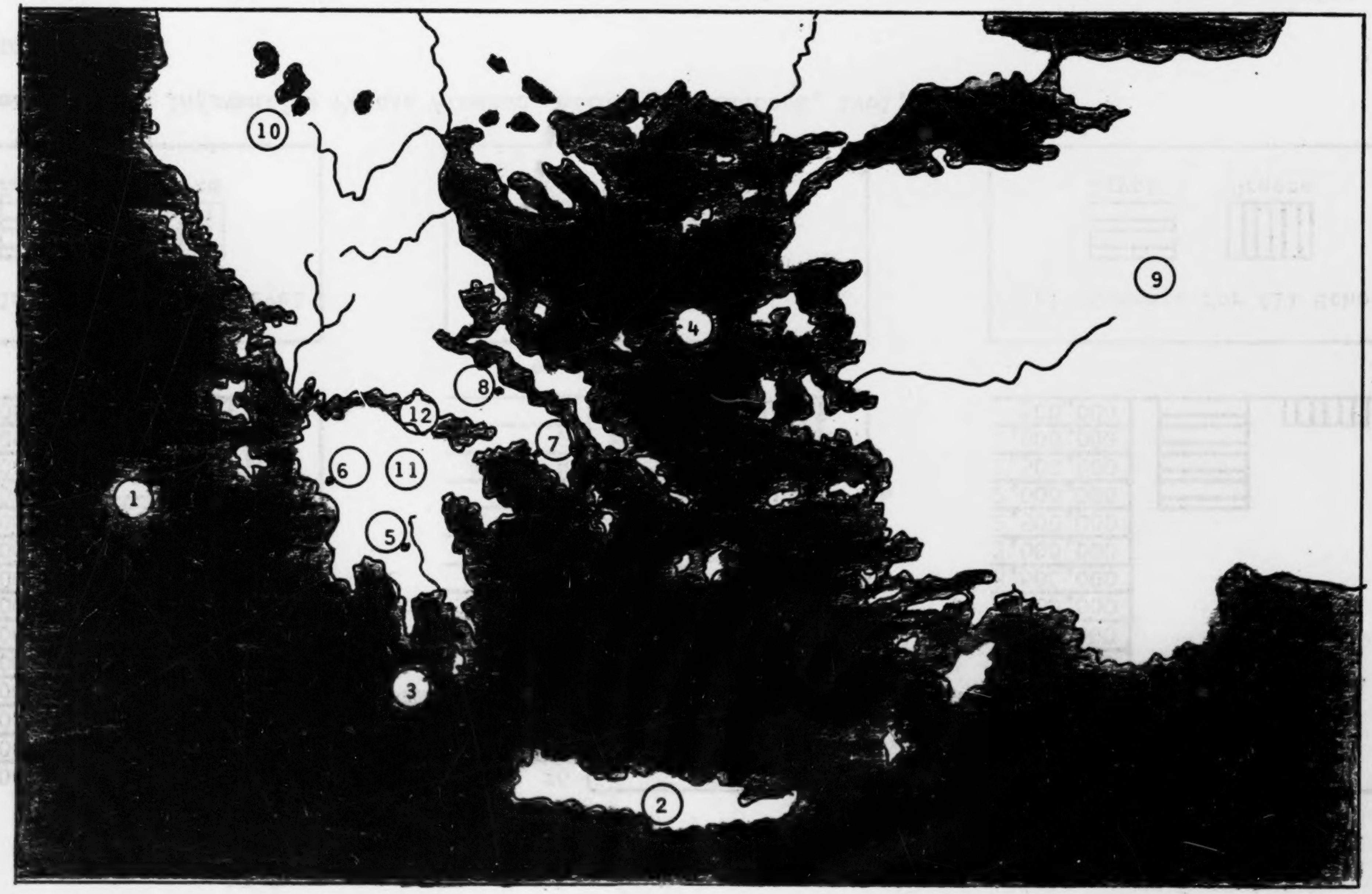
8. ____________________

9. ____________________

10. ____________________

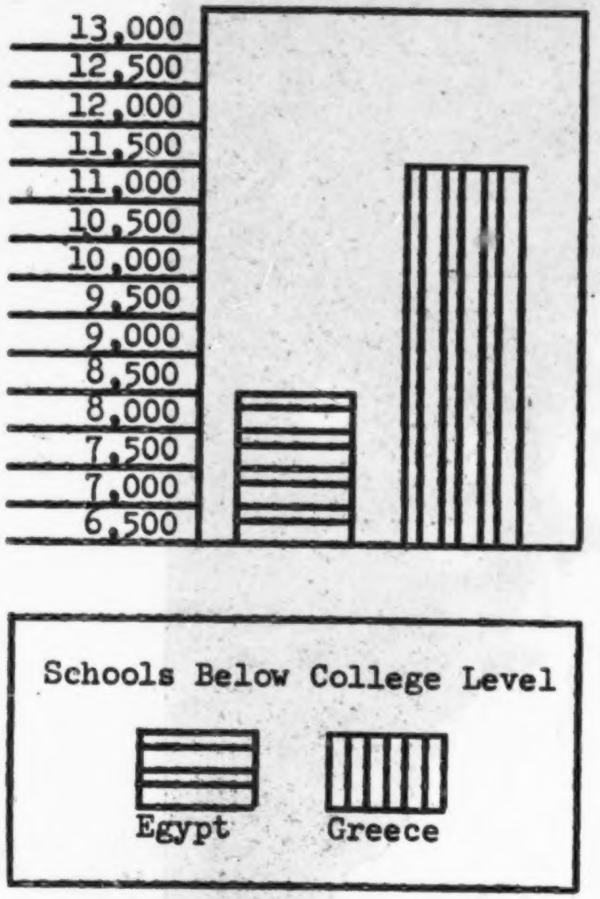
11. ____________________

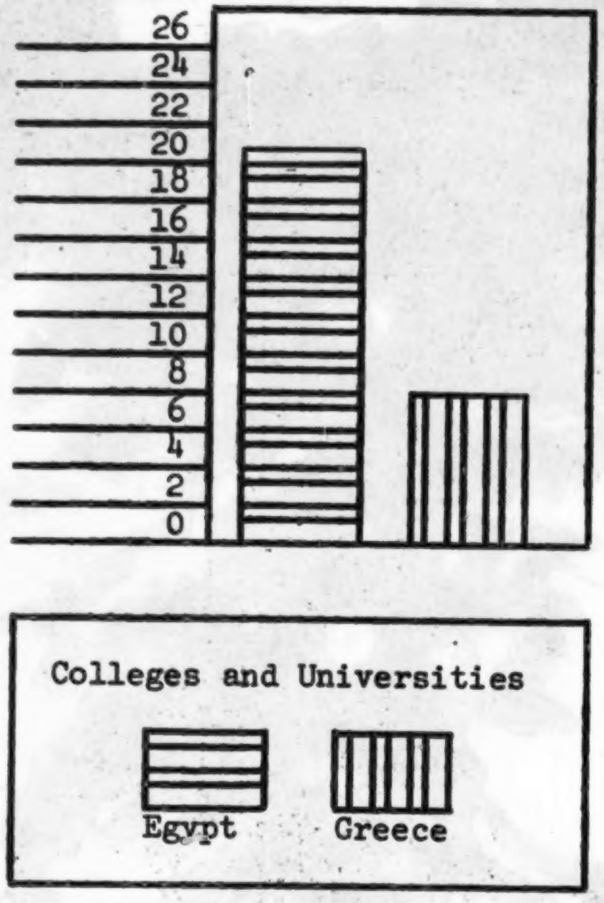
12. ____________________

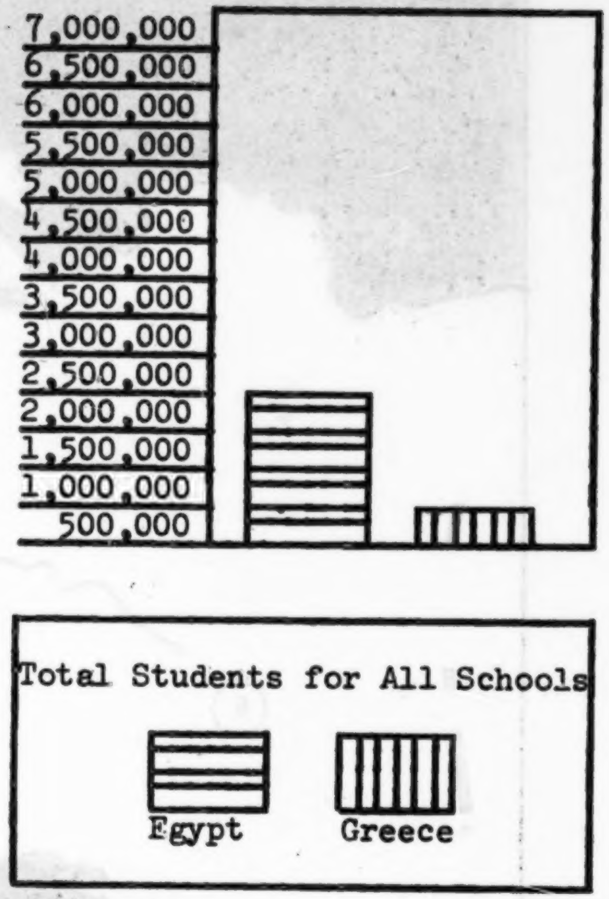

1
2
3
4
5
6
7
8
9
10
11
12

Scale of Miles
0 95
1 inch = 95 miles

EDUCATION IN MODERN EGYPT AND GREECE*







* Information from *Information Please Almanac, Atlas and Yearbook*, 1961, page 656

V. READING GRAPHS

Directions: Study the three graphs shown here for the information necessary to answer the following questions. Answer each question with one of these four words: "Egypt," "Greece," "both," or "neither."

1. Which country has the greater number of schools below college level? ____________

2. Which country has fewer than two million student? ____________

3. Which country has more than 20 colleges and universities? ____________

4. Which country has more than twelve thousand schools below college level? ____________

5. Which country has fewer than five colleges and universities? ____________

6. Which country has more students in schools? ____

7. Which country has fewer students in schools?

____

Using the same graphs, answer the following questions with exact numbers.

8. How many colleges and universities does Egypt have? __________________________

9. How many colleges does Greece have? ______

10. How many more colleges does Egypt have than Greece? ________________________

PART III

HELPFUL INFORMATION FOR THE SOCIAL STUDIES TEACHER

SPECIAL DAYS REQUIRED BY SCHOOL LAWS OF PENNSYLVANIA

1961

Law	Date Fixed by Proclamation	Days	Page	Section	Date Enacted
September 13	Governor	John Barry	236	1541 N	1941
September 14	Governor	National Anthem Day	236	1541 N	1947
September 17	Governor	Citizenship Day	236	1541 N	1952
September 28	Governor	Frances E. Willard	237	1542	1919
October 11	Governor	General Pulaski	236	1541 N	1931
October 24	Governor	William Penn	237	1543	1931
November 19	Governor	Dedication Day Lincoln's Gettysburg Address	236	1541 N	1947
Week of December 15	Dept. of Pub. Inst.	Bill of Rights Week	237	1545	1941
March 15	Governor	Charter Day	236	1541 N	1953
Between April 1-11	Governor	Free School Day	237	1544	1935
April 30	Governor	Arbor--Same as Bird Bird--Same as Arbor	236	1541	1961

On October 24, United Nations Day will be observed by all member nations.

On special occasions the Governor may also proclaim Benjamin Franklin Day, January 17.

May 1 is often designated as "Americanism Day" throughout the Commonwealth. Special significance is given to it because it was on Pennsylvania soil that the principles of American freedom were adopted and proclaimed in several of the important liberty documents.

NOTATIONS OF SIGNIFICANCE OF SPECIAL DAYS

John Barry--September 13

Commodore John Barry was the first notable American naval officer in the Revolution. He is sometimes called the "Father of the American Navy."

Frances E. Willard--September 28

Frances E. Willard devoted her life to the furtherance of the Temperance Movement. It was largely through her influence that the W.C.T.U. became a world-wide movement.

General Pulaski--October 11

General Pulaski, an officer in the Polish Army, volunteered his services in the cause of American independence. He was fatally wounded in the siege of Savannah.

William Penn--October 24

William Penn was a leading Quaker and established the colony of Pennsylvania as a refuge for people of his faith. "Appropriate exercises with respect to the life of William Penn, the Founder and Proprietor and Governor of Pennsylvania, and the principles advocated by him shall be held in the public schools and other educational institutions under the Commonwealth."

Free School Day--Between April 1 and 11

This commemorates the Act of 1834 establishing a system of free or public schools in the Commonwealth. This has been termed the most important event in the educational history of Pennsylvania.

Bill of Rights--Since the first ten amendments went into effect December 5, 1791, observance of their adoption should occur at that time of year.

The Bill of Rights includes the first ten amendments to the Constitution. These guarantee to the people those rights fundamental to a democratic form of government. The State Constitution guarantees these same rights to the people of Pennsylvania.

Arbor and Bird Days

Section 1541, page 236, of 1961 School Laws, says: "Each day designated and proclaimed by the Governor as Arbor Day shall be known also as Bird Day, and it shall be the duty of every teacher in the public schools, to devote, together with the pupils, at least two hours of such school day to the study of birds, trees and general conservation of resources; and it shall be the duty of all county and district superintendents to see to it that the requirements of this act are complied with." Arbor Day is observed as a memorial to Dr. J. T. Rothrock, "Father of Forestry in Pennsylvania."

Be Kind to Animals Week

Section 1511, page 232 of the School Laws of Pennsylvania, 1961, lists as one of the subjects to be taught "humane treatment of birds and animals." Section 1514, page 232, says, "Instruction in humane education shall be given to all pupils up to and including the fourth grade, and need not exceed half an hour each week during the whole school term. No cruel experiment on any living creature shall be permitted in any public school of this Commonwealth."

The law does not set aside any special days for observation. However, in past years the schools have cooperated with the Animal Rescue League to the extent of distributing posters and calling attention to the "Be Kind to Dumb Animals Week" sponsored by that organization. The schools may also contact the Humane Society to receive material that will aid in developing proper attitudes.

It is suggested that in preparing for the observance of the above days the School Code be examined for important details which are necessary to proper observance.

THE TEACHING UNIT

Materials in a teaching unit must be so well organized that it will lead the pupils to a mastery of worth-while understandings concerning the subject being studied. Teachers cannot GIVE pupils such understandings; they can guide the thinking of the pupils and develop the understanding, but the pupils must do the learning themselves. Remember that material should not be included in a unit merely because it is interesting. Time is wasted, and confusion results if material does not add to the major understanding.

Characteristics of a Unit

1. The unit must possess wholeness. It must be complete in itself. The unifying factor in any unit is the basic problem, or goal, around which the unit is planned.

2. The unit requires a large block of time. It requires time to build relationships and to develop skills.

3. A unit should utilize the normal drives of children, such as the desire to satisfy curiosity, to be physically active, to use imagination, to build mental pictures, and to identify themselves with problems, interests, and activities of people. Real learning will then take place.

4. A unit should include teacher-pupil planning and problem solving.

5. A unit should provide for activities and practice of skills which will further the understanding being studied.

6. Every unit should include evaluation techniques.

7. Material in the unit must have meaning and purpose for the child.

THE SELECTION AND USE OF PICTURES

I. True understanding of social studies concepts demands a wealth of mental imagery, which pictures can provide.

II. Choose pictures which show

    A. Key natural items
    B. Key cultural items

C. Key geographic relationships
D. Activities common to all such regions
E. Unusual activities peculiar to a particular region

III. Guideposts in using pictures

A. Mention definite things to look for in the picture. Teach students to recognize cultural and natural items and their relationships.

B. Be sure the information sought will contribute to an understanding of the concept.

C. Give ample time for discussion and conclusions.

D. Raise questions to be answered by further investigation.

IV. Using pictures in a unit

A. Motivation

1. To arouse interest
2. To raise question

B. Problem solving

1. To verify, strengthen, and apply concepts gained from other sources
2. To stimulate critical thinking

C. Summarization

D. Testing

E. Remedial work

MAPS AND GLOBE ALLOTMENT

Kindergarten-Primary

12" Physical Globe #4544E, Postwar 2, Rand McNally
Simplified 50-State United States Map, 64 x 80, #S1crx-14, Denoyer-Geppert (Grade 3)
Readiness Globe, Simplified Political, 12", #3-312, A. J. Nystrom (Grade 3)

Fourth Grade

20" Slated Globe #G203, Postwar 2, Denoyer-Geppert
World Map--physical-political, #RD906, Postwar 2, Rand McNally

Fifth and Sixth Grades

Champion Political Map Series--South America, #C-4, 40 x 54, #12 Spring Roller, Weber Costello (Grade 5)

Our America Series--Growth of the United States, 1776-1853, WA 19, Denoyer-Geppert Company (Grade 5)
Sanford-Gordy American History Map--Age of Discovery, SG4, A. J. Nystrom (Grade 5)
16" Globe--physical-political, #G 16 PO, 1947
Map of North America--physical-political, #R3, Postwar 2, Weber Costello
United States (50 States) and U. S. Possessions--political, WF1101, #30 Multiple Mounting, Two Displays, A. J. Nystrom
United States and World Map--slated, #GS 19 B, Denoyer-Geppert
World Map--physical-political, #RD906, Postwar 2, Rand McNally
Champion Political Map Series--Asia and Australia, #C-5, 40 x 54, #12 Spring Roller, Weber Costello (Grade 6)
Champion Political Map Series--Africa, #C-6, 40 x 54, #12 Spring Roller, Weber Costello (Grade 6)
Champion Political Map Series--Europe, #C-7, 40 x 54, #12 Spring Roller, Weber Costello (Grade 6)

Seventh Grade

16" Globe--physical-political, #G 16PO, 1947
Champion Political Map--Asia and Australia, #C-5, 40 x 54, #12 Spring Roller, Weber Costello
Champion Political Map--Europe, #C-7, 40 x 54, #12 Spring Roller, Weber Costello
Reality Series--Africa, R-6, 44 x 58, Weber Costello
United States and World Map--slated, #GS 19 B, Denoyer-Geppert
World Political, S9a-14, 64 x 44, Spring Roller and Steel Board, Denoyer-Geppert
Map of the Ancient World--political, #WH1, Weber Costello

Eighth Grade

16" Globe--physical-political--#G 16 PO, 1947
Expansion and Sectional Conflict, 1848-1860, EME 101, Rand McNally
Map of United States--physical-political--#FP1, 1946, A. J. Nystrom
North America, LP 5, 44 x 56, A. J. Nystrom
Sanford-Gordy American History Map--Age of Discovery, SG 4, A. J. Nystrom
South America, LP 6, 44 x 56, A. J. Nystrom
United States and World Map--slated--#GS 19 B, Denoyer-Geppert
World Political, 64 x 44, S9a-14, Spring Roller and Steel Board, Denoyer-Geppert

Supplementary Materials

Goode's Atlas published by Rand McNally and Company, 1950. (For teachers' reference only) 1 copy per school (for each school having grades above the third.)

Hammond's Advanced Reference Atlas, published by C. S. Hammond and Company, 1950. 1 per social studies teacher, grades 5-8.

Steps in Map Reading, published by Rand McNally and Company, 1949. 1 per social studies teacher, grades 4-8.

MAPS AND GLOBES

The map- and globe-reading program is an important phase of social studies. It involves the learning of a language peculiar to maps and globes. Only through translation of this language into reality can children learn to visualize correctly the world as a whole. They develop an appreciation and understanding of all peoples, their problems, culture, and interdependence. Teachers face the task of helping children select experiences which will lead them to discover the world in which they live. A readiness for the map- and globe-reading program is developed in the primary grades when the children begin to express their feeling for space through painting, drawing, and construction. Their observation of seasonal changes and the effect on the activities of people, their trips within and beyond the school to become familiar with their surroundings, their experiences in the community to note buildings and homes in relation to their school, all contribute to a readiness program for social studies. In the intermediate grades the sequential development of geographic understandings helps children to become keenly aware that differences exist in their own immediate environment that are representative of differences existing in the world at large. Children learn that all people must adjust their ways of living to natural conditions. Therefore, it is important to help children think and learn to use tools and materials to get the necessary facts upon which to base their conclusions.

The ability to use map symbols must be developed step by step. Map symbols may be pictorial, semipictorial, or nonpictorial. Children need experiences to visualize these symbols. At times it is necessary to help children gain proper and correct understandings through vicarious experiences. However, all experiences must be such that the children gain a true impression of what map symbols represent.

Suggested Activities in the Use of Map Symbols

Aims

1. To help pupils visualize the world as it is
2. To learn to read and understand the language of maps and globes
3. To translate map symbols into realities

Suggested map readiness activities

1. Draw a graphic picture of the classroom. Represent some items by symbols: a rectangle for a desk, lines for walls, etc. Make a legend or key at the bottom of the page to explain symbols.
2. Have children illustrate the graphic picture.
3. Make a map of immediate school community. Indicate streets, railroads, streetcar tracks, parks, etc. Follow the map to some point of interest.

4. Have children make a map showing route each takes when he comes to school.

5. Take trips to observe hills, rivers, points where rivers or streams meet, bridges, tunnels, inclines, railroad tracks, and terminals.

6. Keep a weather calendar.

7. Keep a chart to indicate the length of daylight.

Characteristics of a Good Map in Brief

A good map should

Be simple, accurate, and clear.

Have a meaningful title.

Have parallels and meridians indicated on the margins or edges of the sheet where applicable. (Equator and other sun behavior lines need not be shown)

Have the coastline or political boundaries continued so that the country, continent, or state is not an island. In case of a country or state, the neighboring countries or states should be indicated.

Have a key or legend with symbols explained.

Have a scale of miles.

GLOBES

I. Fundamental concepts

- A. The globe is an essential tool for geographic study because it is the best representation of the earth. Some concepts are made possible only by using a globe.
  1. The shape of the earth
  2. A true picture of the relative size and location of areas
  3. An honest comparison of distances
- B. Concepts to be developed from the globe
  1. The pattern of land and water distribution
  2. The significance of key parallels and meridians
     - a. The equator
     - b. Sun behavior lines--The Tropic of Cancer and the Tropic of Capricorn
     - c. Length-of-day lines--Arctic and Antarctic Circles
     - d. The prime meridian
  3. The meaning of "north" and "south"

4. **The meaning of "up" and "down"**
5. **Recognition of natural and cultural items**
6. **Synchronization of facts shown by the globe**
7. **Understanding earth movements and their effect on man**

II. **Gradation of global study**

A. **Primary grades**

The preferred type of globe for use with primary groups should be relatively simple so that children may become familiar with land and water bodies.

B. **Fourth grade**

By the end of the fourth grade the children should be able

1. **To recognize the equator, the tropics, the arctic and antarctic circles, the continents, and the oceans**
2. **To read directions**
3. **To read comparative locations in respect to the equator, to either of the tropics, and to the circles, and poles**
4. **To read the same symbols they have learned to read on maps**
5. **To make certain inferences, such as**
    - a. **The approximate length of day**
    - b. **The sun's position and the noonday shadow on any given place**
    - c. **The possible climatic conditions which may be expected from the location of a place**
    - d. **The human activities which are related to length of day, temperature conditions, and seasonal change**

C. **Fifth and sixth grades**

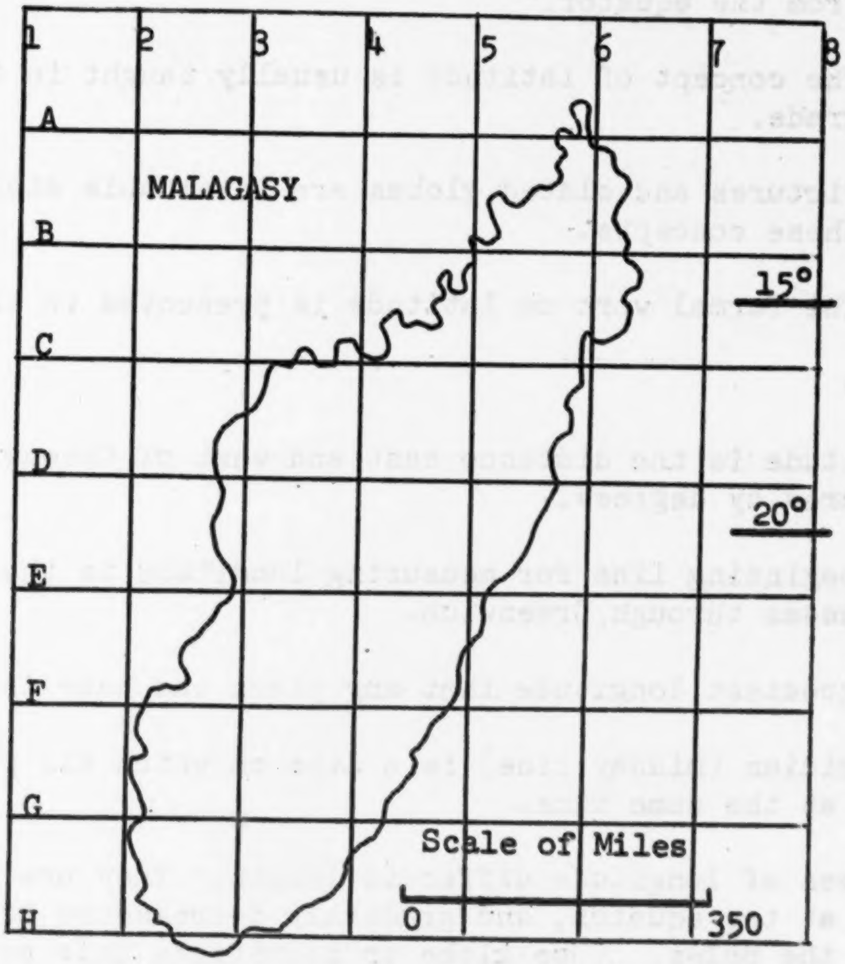
By the end of the sixth grade children should be able

1. **To use the globe in connection with any region being studied**
2. **To compare the size and shape of continents**
3. **To locate a continent with respect to other continents, to adjoining water bodies, the equator, the tropics, and the Arctic Circle**
4. **To make inferences about climate and differences in seasons after noting location on the globe**

ENLARGING MAPS

Have students make a half-inch grid on tracing paper. Place the grid over the map which is to be enlarged. Trace the map on the grid, being careful to trace boundaries and the coastline exactly. Indicate the latitude by putting in two parallels at the margin of the map so that

the scale of miles can be worked out later if none is given on the map. Meridians of longitude may be indicated by older students. Number the vertical rows of squares with figures and the horizontal rows with letters. Numbering the rows helps the student to keep the place as he enlarges the map. Then draw a grid on a larger sheet of paper making 1-, 1½-, or 2-inch squares, depending on the size of the map desired. Be careful to draw the lines on the large sheet lightly because they will be erased later. Number the rows of squares as those on the half-inch grid are numbered. Draw only one square at a time. Mark the sides of each of the squares where the outline of the map will cross. For instance, the outline crosses "5B" at the right side about ⅓ of the total distance. Place a mark there. Then observe where the line leaves the square. Sketch the map in, watching the coastline or boundary so that the map will be accurate. Erase the grid and strengthen the outline of the map.



23a

LATITUDE AND LONGITUDE

I. Latitude

A. Latitude is the distance north or south of the equator. This distance is measured in degrees. One degree of latitude equals approximately 70 miles.

B. Any place on the equator is said to have a latitude of 0°. Since the poles are a quarter of the way around the earth (¼ of 360°),

they are 90° north and 90° south. No place can have a greater latitude than 90° north or south.

C. Latitudes within 30° of the equator are called "low latitudes"; those between 30° and 60° are "middle latitudes"; and those that are about 60° or more are known as "high latitudes." These limits, however, are only approximate.

D. Lines that connect places which are the same distance from the equator are called parallels of latitude. They are parallel with the equator.

E. Gradation

1. The concept of latitude is introduced at the fourth grade in such expressions as "not far from," "near," and "far from the equator."

2. The concept of latitude is usually taught in the fifth grade.

3. Pictures and slated globes are invaluable aids in building these concepts.

4. The formal work on latitude is presented in the fifth grade.

II. Longitude

A. Longitude is the distance east and west of Greenwich. It is measured by degrees.

B. The beginning line for measuring longitude is the prime meridian. It passes through Greenwich.

C. The greatest longitude that any place can have is 180°.

D. A meridian (midday line) is a line on which all places have noon at the same time.

E. Degrees of longitude differ in length. They are about 70 miles long at the equator, and gradually decrease in length as they near the poles. (Use globe to illustrate this point)

F. Closely associated with the longitude is the concept of the difference in time. It takes one hour for the sun's rays to travel over 15° of longitude.

G. Gradation

1. The study of longitude should be deferred until the concept of latitude is firmly established.

2. There should be much practice in longitude before problems involving both latitude and longitude are presented.

WIND BELTS OF THE WORLD

I. The wind and calm belts

  A. Equatorial calms, doldrums, or wet calms
  B. Northeast and southeast trade winds
  C. Horse latitudes, tropical calms, or dry calms
  D. Westerlies
  E. Polar winds

II. Conditions within the belts

  A. The climatic conditions in each belt of calms and winds
  B. Resultant natural vegetation
  C. Crops grown in these belts as a result of man's adjustments to these regions

III. Reference

  Journal of Geography, Volume XXXI, No. 7, pages 305-307, "Teaching the Recall of Wind Belts and Wind Directions," David J. Swartz

CRITERIA FOR MAKING POSTERS AND CHARTS

Criteria for a Good Poster

1. Posters must present a message in compact form so that it can be understood at a glance.

2. The prominent features of a poster must stand out sharply.

3. A poster must have one sharply defined idea which must be clear, bold, and simple in design.

4. A poster should have few words. Usually the lettering is prominent.

5. Key words should stand out by means of type, size, or position.

6. There must be a center of interest.

7. The poster must be pleasing to the eye.

Procedure in Making Charts

1. Keep a chart SIMPLE. Remember that a good chart presents one idea or comparison. It should tell its story at a glance.

2. Make a chart so that it can be seen easily. Have it large enough to be read from all parts of the room.

3. Make it eye-catching and attractive. Use contrast, color, and plenty of space. Keep the colors harmonious.

4. Leave plenty of space--at least equal to the filled-in space on the chart. Keep margins generous.

5. Make a plan for the chart on a regular-sized sheet of paper, being careful to make the plan the same shape as the piece of manilla tag or cardboard which you are going to use for the chart.

6. When the plan on paper is completed, sketch it lightly on the cardboard.

GRAPHS AND STATISTICS

I. Statistics

A. The use of statistics is one of the most valuable media in social studies instruction.

B. The successful use of statistics is based on accuracy, timeliness, and logical interpretation.

C. Suggested activities

1. Rearrangement of lists to determine such things as

a. The population rank of cities
b. The production comparison of countries

2. The rounding out of statistics to facilitate handling
3. The utilization of statistics in making charts and graphs

II. Graphs

A. Types

1. Pictograph
2. Circle
3. Broken bar
4. Bar
5. Line
6. Combination bar and line

B. Criteria for making graphs

1. Graphs should contribute to the understandings being developed.
2. Graphs should be accurate, neat, and clear as to meaning.
3. Graphs should show the total amount with which individual items are to be compared. (If production of countries is given, then data for the world should be included. If production for states is shown, then include also that of the United States as a whole.)
4. Graphs should have a meaningful title.
5. Graphs should have a common base line used as a starting place for each item indicated.

6. Graphs should have vertical or horizontal scales or both, whichever the particular type of graph requires.
7. Graphs should have a key.
8. Graphs should include dates where advisable.
9. Graphs should give the source of data.

THE USE OF THE BULLETIN BOARD IN SOCIAL STUDIES

I. The bulletin board is a device used for the display of graphic materials. These displays should be planned in advance and made by the children themselves whenever possible. The materials should be changed frequently in order to sustain interest.

   A. Displays should be organized around a center of interest.

   B. Give each display a title. This heading should be the main theme.

   C. The title should be something to attract attention: ask a question, pose a problem, or make a challenging statement.

   D. Displays should be simple and uncluttered. They can be made eye-catching by using attractive groupings and pleasing colors.

   E. When planning a display, sketch the arrangement first on a smaller piece of paper the same shape as the bulletin board is to be. Plan for plenty of space and a pleasing balance of items to be displayed.

II. Teaching displays for bulletin boards fall into three general classes:

   A. Motivational type

      1. Ask pertinent questions about relationships to be found in two or three different pictures about any given country.

      2. Use the title "Can you give a reason for..." and then show pictures of a strange custom in that part of the world. A suggestion as to where the answer might be found could be posted. This, in turn, could lead to a study of conditions in that particular country.

      3. Lists or pictures of certain products might appear under the heading "What country sends us these?"

   B. The work type

      1. The work type of display is the greatest value when it is undertaken initially by the pupils and kept up by them. These displays should be related directly to the progress of the class as it proceeds through a unit or topic. The work-type bulletin board can be used whenever motivation can be developed in any classroom, at any level, and in any subject.

2. The current events bulletin board is of continuous interest. A world map is placed in the center. Newspaper clippings are placed around the map. A colored string connects these clippings with location on the map where the event took place.

3. Relationships learned about a country can be pictured. For example, the manufacture of steel in France is related to deposits of iron ore and coal.

4. The story of a product (petroleum) or a historical development (Westward movement) could make an interesting bulletin board.

C. The culminating type

The culminating type bulletin board pulls together the work done during the study of a problem. It can show the application of facts learned in social studies. Topics such as these might be used:

1. Little known facts about a region
2. The effects of erosion
3. How people live in other lands
4. Problems of Indonesia
5. The story of exploration
6. How a bill becomes a law
7. Architecture through the ages

III. Evaluation

A. Did the information on the bulletin board help the student in understanding the work? Did it challenge his thinking?

B. Were all the pupils encouraged to help in making the display?

C. Was the display attractive? Were strings, tape, arrows, etc., neatly and carefully placed?

LAYOUTS

Layouts are models of the geographic "personalities" of countries, regions or areas, and historical events. They provide excellent opportunities to apply facts and relationships learned in social studies units. This type of work motivates further research and gives pupils a chance to exchange ideas. Much of the success of this work is in the organization. In making a layout consider the following points.

I. Planning a layout

A. Teacher and pupils discuss what could be shown in a layout to create a true picture. List the facts and relationships. This list will serve as a guide. Then plan how each fact can be shown in the layout. Appoint committees for each part of the work.

B. Cut a piece of wrapping paper the size of the layout. This will probably be determined by the size of the carton you have.

C. Cut a piece of wrapping paper a little larger than the bottom of the carton. Make a plan of what to put on the layout. Show where each detail will be placed by outlining the space it will occupy. This will help to keep the parts in proportional size. (If planning a layout on Switzerland, show where the mountains, rivers, falls, lakes, powerhouse, chalet, summer pastures, village, valley farms, and hotels will be.)

D. Draw a diagonal line on the side of the box from the top at the back to the lower corner at the front. Cut along the line. This removes part of the side of the carton so that more of the layout shows from the side.

II. Making the surface features

A. Take chicken wire and shape the surface, using the plan to guide you. Put in the river beds, lakes, mountains.

B. Crush newspaper to pack under the wire. The paper must be packed tightly so that the wire and paper together form a solid surface. (The plaster covering will crack unless the surface is firm.)

C. Sew the edge of the wire to the side of the carton with heavy string. Then raise the wire as the paper is packed under it. Fasten the wire to all four sides.

D. Cut four sheets of newspaper a little larger than the size of the box. Cover one sheet of the newspaper with thinned paste, about the consistency of thick cream. Then place a sheet the same size over the one covered with paste. Cover this sheet with paste. Repeat until you have four layers of newspaper. This will make the covering for the surface of the layout. It is needed to prevent the plaster from falling through the holes of the wire. This paper must be damp so that it can be shaped over the surface of the layout. Then let it dry over night. (If the surface is broken in the process, mend it with masking tape or a piece of heavy paper firmly pressed down.)

III. Putting on the plaster

A. Mix one part of plaster to two parts of vermiculite. This gives a texture which resembles earth. If a little brown paint is mixed in, it will be easier to cover the plaster with paint later as particles of white show through and are hard to cover. If the brown shows, it will look like earth. Cover the entire layout with a layer $\frac{1}{4}$ to $\frac{1}{2}$ inch thick. Work rapidly because the plaster sets in a few minutes. If you have flock, spray it on while the plaster is still damp. Gray flock will help mountains and stones to look real and green flock may be used for grasslands. Tan flock may be used for a stubble field and will add reality. (If flock is unavailable, use poster paint.)

B. Put in the roads, trees, buildings, and people.

C. Sketch a simple background on art paper or cardboard and place on the back of the model to give it depth. In a convenient place attach a card to explain what you have tried to portray.

TEACHING GEOGRAPHIC SKILLS

Check yourself on these pertinent points in map and globe study.

1. Do you have directions clearly marked in your classroom, either with cards on the chalkboard, or by a circle on the floor similar to a compass?

2. Do you have the axis of the globe pointing to the north?

3. Do you have the children turn the globe from west to east when using it?

4. Do you teach the Tropics as light lines and not as boundaries of zones? Zones do not indicate temperature areas. The Tropics indicate the points farthest north and south which receive the direct rays of the sun in the earth's journey around the sun. The Arctic and Antarctic Circles are called length-of-day lines. They pass through places on the earth where for one whole day each year the sun does not set.

5. Do you speak of latitude as distance north and south of the equator? Parallels are lines which measure distance like extended lines on a tape measure.

6. Do you speak of longitude as distance east and west of London? The LON as the first part of each word will help avoid confusion. (Greenwich is now part of London.)

7. Do you defer the teaching of longitude until the concept of latitude is firmly established?

8. Can your students work out their own scale of miles? Each degree of latitude at the equator is approximately 70 miles. Take the distance between two parallels on a map. It represents 70 miles multiplied by the number of degrees between the parallels.

9. Do you insist on definite answers? Don't allow pupils to say "sufficient" rainfall, "right amount" of rainfall? Sufficient rainfall for bananas is too much for wheat. Start early in requiring the pupils to tell how long a growing season is required for certain crops.

10. Are you careful to have children use outline maps instead of permitting them to copy maps from books?

11. Do you trace the rivers from source to mouth?

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12. Do you develop map symbols only when needed? Map symbols should be visualized through landscapes, through models worked out in a sandpan, and through pictures and sketches before being introduced on a map.

13. Are you building correct concepts by using the correct vocabulary? (Speak of a banana plant as a plant, not a tree; refer to the "southern mixed farming region" rather than the cotton belt; the corn belt is really a mixed farming region. The term "grain" is meaningless. Each grain grows under specific conditions.)

SELF-EVALUATION SHEET FOR TEACHING SOCIAL STUDIES

1. Does children's work and material on display indicate unit being studied? (Murals, borders, pictures, displays, costumes, etc.)

2. Is there evidence of planning?

3. Does the planning include culminating activities?

4. Is there evidence that the teacher is attempting to develop

    a. Problem solving
    b. Human relationships
    c. Reasoning
    d. Critical thinking
    e. Group planning

5. Are audio-visual aids being used to advantage?

6. Are supplementary materials being used to advantage?

7. Is there evidence of integration with other subject areas?

8. Is there evidence of opportunities for individual creativeness?

9. Is there evidence of social growth?

10. Is there evidence of training children to work independently and in groups?

11. Is there evidence of specific social studies skill being developed?

    a. Development of geographic relationships
    b. Interpreting maps and globes
    c. Securing information from graphs and charts
    d. Correlating of picture study with textbook content
    e. Purposeful reading and study of textbook material

12. Is there evidence of the application or development of reading skills?

13. Is there evidence that current events are being interpreted in the light of history?

14. Is there self and group evaluation?
15. Are the child's experiences made part of this lesson?
16. Is there good balance between teahcer-pupil participation?
17. Do children listen with respect to the contributions and opinions of other children?